DOCUMENT RESUME

ED 353 258 SP 034 291

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| AUTHOR | Abdal-Haqq, Ismat, Comp. |
| TITLE | Professional Development Schools. A Directory of Projects in the United States. |
| INSTITUTION | American Association of Colleges for Teacher Education, Washington, D.C. |
| SPONS AGENCY | Ford Foundation, New York, N.Y. |
| REPORT NO | ISBN-0-89333-096-5 |
| PUB DATE | 92 |
| NOTE | 105p.; A product of the Clinical Schools Clearinghouse. |
| AVAILABLE FROM | American Association of Colleges for Teacher Education Publications, One Dupont Circle, Suite 610, Washington, DC 20036 ($15 members, $18 nonmembers). |
| PUB TYPE | Reference Materials - Directories/Catalogs (132) |
| EDRS PRICE | MF01/PC05 Plus Postage. |
| DESCRIPTORS | Beginning Teachers; *College School Cooperation; Educational Change; Educational Principles; Educational Research; Elementary Secondary Education; *Inservice Teacher Education; *Institutional Characteristics; Minority Groups; National Surveys; *Preservice Teacher Education; *Program Content; School Restructuring |
| IDENTIFIERS | *Professional Development Schools |

ABSTRACT

This directory includes profiles on 80 individual professional development schools (PDSs) in 19 states; the profiles outline program characteristics and provide location and contact information. The data on each school were gathered by a survey conducted by the Clinical Schools Clearinghouse beginning in the fall of 1991. Findings from the survey which included PDSs, professional practice schools, clinical schools, professional development centers, and partner schools indicate that more than 125 such schools have been established since 1986. These schools and centers were implemented by collaboratives which consisted of at least 1 college or university; at least 1 school district; and with 29 percent of the respondents affiliated with at least 1 teacher union. Many PDSs are affiliated with national, regional, or statewide consortia. Program characteristics include: collaborative research involving school and college faculty; school faculty members holding joint school/college appointments; preservice and inservice teachers involved in educational research conducted at the school site; release-time or reduced course loads for master, mentor, and/or cooperating teachers; clinical supervision of preservice teachers; and structured learning experiences, for preservice and inservice teachers, related to educating minority group students. Included in the appendices are: the data collection form used in the survey, a summary of the survey data, and a bibliography of sources related to projects included in the directory. (IAH)

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# PROFESSIONAL DEVELOPMENT Schools

## A Directory of Projects in the United States

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Clinical Schools Clearinghouse
American Association of Colleges for Teacher Education

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# Professional Development Schools

## A Directory of Projects in the United States

CLINICAL SCHOOLS CLEARINGHOUSE
AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION

1992

The Clinical Schools Clearinghouse and the publication of this directory are supported by the Ford Foundation Clinical Schools Project.

This material does not necessarily reflect the views of the American Association of Colleges for Teacher Education, the Ford Foundation Clinical Schools Project, or the ERIC Clearinghouse on Teacher Education. This directory is printed and distributed to stimulate discussion, study, and improvement of teacher education.

***Professional Development Schools: A Directory of Projects in the United States***
was compiled and produced by Ismat Abdal-Haqq

Copies may be ordered from:

AACTE Publications
One Dupont Circle, Suite 610
Washington, DC 20036-1186

Single Copy: $15.00 prepaid for members
$18.00 prepaid for nonmembers

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Printed in the United States of America

Library of Congress Number: 92-74857

International Standard Book Number: 0-89333-096-5

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Many individuals contributed to the publication of this directory. College and school faculty representatives from professional development schools across the country supplied the information found in the individual professional development school profiles. Mary Dilworth, AACTE senior director for research, gave welcome support and guidance in collecting, analyzing, and organizing the material included in the directory. Kate Snider, project coordinator for the AACTE/Ford Foundation Clinical Schools Project, provided feedback on the survey instrument and information on several projects.

Judy Beck, associate director of the ERIC Clearinghouse on Teacher Education, devoted considerable time to editing the draft. Administrative assistant Debbie Rybicki's advice on desktop publishing techniques was very helpful. Sharon Givens, AACTE director of publications, completed technical editing and supervised printing.

Finally, the Ford Foundation Clinical Schools Project provided financial support for establishment of the Clinical Schools Clearinghouse and the publication of this directory.

The Clinical Schools Clearinghouse (CSC) is a joint project of the American Association of Colleges for Teacher Education/Ford Foundation Clinical Schools Project and the ERIC Clearinghouse on Teacher Education. Since January 1991, CSC has been involved in collecting literature on professional development schools (PDSs), processing this information for the ERIC data base, producing information pieces on PDSs, and providing information to educators. It has become clear that there is a keen interest in the topic and equally clear that there is not yet an extensive body of easily accessed information on PDSs, particularly information related to implementation activities. This directory provides members of the education community with information on the progress being made by universities and school districts to establish PDSs and on the features that characterize these schools.

This directory includes profiles of 80 individual professional development schools in 19 states. The data presented on each school were gathered via a survey conducted by the Clinical Schools Clearinghouse beginning in the fall of 1991.

***Methodology and Format***

The CSC initially identified 38 colleges and universities that were believed to be engaged in operating or planning a professional development school project, and these institutions were asked to contribute to the directory. Additionally, a feature appeared in *Briefs*, the newsletter of the American Association of Colleges for Teacher Education (AACTE), announcing the survey and inviting institutions not initially identified to participate in the survey and to be included in the directory.

Institutions were asked to record on a data collection form information on each PDS's location, collaborative partners, funding, network or consortium affiliation, contact persons, grade level, and starting date. In addition, the survey instrument also included a 25-item checklist which focused on features and characteristics of the individual schools. Several features or concerns commonly associated with PDSs were identified from the literature and used to frame the questions. A copy of the data collection form can be found in Appendix A.

Survey respondents provided sufficient data to enable CSC to profile the 80 professional development schools which are included. These profiles are arranged alphabetically by state. In addition to the usable data collection forms that supplied information for these 80 profiles, CSC received several forms too late to prepare *individual* profiles. However, a listing of the institutions which have PDSs that were not profiled is included in Appendix B. Appendix B also includes information on two PDS consortiums that are affiliated with AACTE. Alphabetical lists of the profiled PDSs (Appendix D) and their college and university partners (Appendix C) are included.

A summary, in table format, of selected data provided by the survey can be found in Appendix E. The survey was intended to elicit descriptive data and not to form the basis of an evaluative study. The percentages that are given in Appendix E and in the "Survey Findings" section below reflect the number of individual PDSs characterized by a particular feature compared to the total number of PDSs

that responded to the specific item. The directory also includes a selected bibliography of resources related to some of the PDSs included in the directory (Appendix F). This information was obtained from the respondents and supplemented by ERIC resources.

***Survey Findings***

The term *professional development school* is used to identify the schools that are profiled in this directory. Even a cursory survey of the literature on this subject reveals inconsistency in the labels given to schools that are based on the concepts associated with PDSs. The PDS is often viewed as an institution that performs for the professional education of teachers the same function as teaching hospitals perform for medical professional education. The various names for these schools include professional development schools, professional practice schools, clinical schools, partnership schools, professional development centers, induction schools, and teaching schools. In designing this directory, CSC has made no attempt to dictate a definition of, or impose criteria for, professional development schools. Sixty-three of the 80 schools included in the directory responded to this item; 82% were labeled by the survey respondents as PDSs, 8% as professional practice schools, 6% as partnership schools, 2% as clinical schools, and 2% as professional development centers.

Each PDS is the result of a collaboration between one or more school districts and one or more higher education institutions. Twenty-nine percent also have a teacher's union as a collaborative partner. Many are members of one or more statewide or national consortia. The consortia with the largest representations are the National Network for Educational Renewal (58%), the Southern Maine Partnership (30%), the National Education Association Center for Innovation (30%), the Ford Foundation Clinical Schools Project (27%), and the Michigan Partnership for New Education (27%).

The PDSs receive funding from a variety of sources: universities (81%), school districts (62%), foundations/corporations (59%), and state departments of education (33%). Planning and implementation of the PDSs that are included began as early as the 1987-88 academic year. Most respondents listed their starting date as 1991 (37%). Other starting dates were given as 1990 (28%), 1989 (16%), 1988 (12%), and 1987-88 (7%). The majority of the PDSs profiled in the directory (74%) are elementary or middle schools, covering grades preK through 8. Nine percent are grades 7-9 schools, and 17% are high schools, covering grades 9-12.

Respondents were asked to indicate whether their PDSs were engaged in activities related to college/school collaboration; preservice, beginning, and inservice teachers; and multicultural issues. Survey findings confirm that PDSs provide activities and services for prospective, neophyte, and seasoned professionals. Over 90% of PDSs are tailored to preservice and beginning teachers, and approximately 75% include inservice teacher education components. With regard to multicultural issues, 97% of the PDSs' preservice teachers participate in structured learning experiences that address issues related to educating minority group students, and 75% of the respondents indicated that inservice teachers participate in such activities. While approximately 41% of PDSs have a K-12 minority student enrollment of 40% or greater, only 8% of PDSs have more than 40% minority intern participation.

At present, the number of PDSs is growing, as educators and policymakers seek ways of

renewing American schooling, improving the preparation of new teachers, and promoting the professional development of practicing teachers. Of course, the schools that are profiled in this directory and those that are listed but not profiled, do not constitute all of the existing PDSs. Nor are the features that are included in the profiles static or exhaustive. The characteristics and activities of these schools appear to be evolving. Indeed, the PDS can be regarded as an organism that evolves in response to improved pedagogical knowledge and social realities. For these reasons CSC has made preliminary plans to update this directory in the near future.

- More than 125 professional development schools (PDSs) are currently in operation.
- 43 colleges and universities are involved in the identified professional development school collaboratives.
- 29% of the profiled PDSs have at least one teacher union as a collaborative partner.
- The number of PDSs appears to be on the rise. Of the schools profiled, 37% gave a starting date of 1991, with 7% beginning as early as 1987.
- The majority (74%) of the PDSs that are profiled are elementary or middle schools. 26% are junior or senior high schools.
- 41% of the profiled PDSs are associated with national or statewide consortiums or networks.
- While the schools profiled in the directory classify themselves in different ways (i.e., clinical school, professional practice school, partner school, professional development center), 82% of the schools that indicated a classification labeled themselves professional development schools.
- 91% of the profiled PDSs feature activities and structures related to preservice and beginning teachers; 75% include features and activities related to inservice teachers.
- More than half (58%) of the profiled PDSs have minority student enrollments of less than 40%.
- In 92% of the PDSs, less than 40% of the teacher interns (preservice teachers) are from minority groups.

***Professional Development School Profiles by State***

**Jefferson Elementary School**
**612 South College**
**Fayetteville, Arkansas 72701**
**(501) 444-3087**

**Site Coordinator:** John Colbert
**Grades:** K-6
**School Type:** Partnership School
**Starting Date:** August 1989

**Collaborative Partners:** Fayetteville Public Schools

College of Education
University of Arkansas
Fayetteville, AR 72701
(501) 575-3208
Contact: Roderick J. McDavis, Dean

**Features**

**College/School Collaboration**

- O collaborative research involving school & college faculty

**Preservice Teachers Program**

- O clinical supervision of student teachers
- O preservice teachers involved in on-site research

**Inservice Teachers Program**

- O cooperating teacher training provided to practicing teachers
- O practicing teachers involved in curriculum development
- O practicing teachers actively involved in decision making with regard to organizational/ structural changes within the school
- O inservice teachers involved in on-site research

**Multicultural Issues**

- O preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- O inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- O approximately 20-39% student enrollment from minority groups

**Woodland Junior High School**
**Poplar/Woodland Streets**
**Fayetteville, Arkansas 72702**
**(501) 444-3067**

**Site Coordinator:**
**Grades:** 7-9
**School Type:** Partnership School
**Starting Date:** August 1989

**Collaborative Partners:** Fayetteville Public Schools

College of Education
University of Arkansas
Fayetteville, AR 72701
(501) 575-3208
Contact: Roderick J. McDavis, Dean

## Features

**College/School Collaboration**

- O school faculty assist in planning preservice curriculum
- O school faculty assist in planning inservice curriculum
- O collaborative research involving school & college faculty

**Preservice Teachers Program**

- O clinical supervision of student teachers

**Inservice Teachers Program**

- O practicing teachers involved in curriculum development
- O practicing teachers actively involved in decision making with regard to organizational/ structural changes within the school
- O inservice teachers involved in on-site research

**Multicultural Issues**

- O approximately 0-19% student enrollment from minority groups
- O approximately 0-19% teacher interns (preservice teachers) from minority groups

**Ezequiel A. Balderas Elementary School**
**4625 East Florence Avenue**
**Fresno, California 93725**
**(209) 456-6800**

**Site Coordinator:** Erlinda Griffin, Principal
**Grades:** K-6
**School Type:** Professional Development Center
**Starting Date:** January 1991

**Collaborative Partners:** Fresno Unified School District

School of Education and Human Development
California State University, Fresno
Fresno, CA 93740-0002
(209) 278-5762
Contact: Jacques Benninga

## Features

**College/School Collaboration**

- O school faculty assist in planning preservice curriculum
- O school faculty assist in planning inservice curriculum
- O collaborative research involving school & college faculty

**Preservice Teachers Program**

- O on-site (school) courses for preservice teachers
- O mentor teachers for preservice teachers
- O clinical supervision of student teachers
- O each preservice teacher assigned to more than one cooperating teacher
- O preservice teachers involved in on-site research

**Beginning Teachers Program**

- O beginning teacher induction program
- O mentor teachers for beginning teachers
- O clinical supervision of beginning teachers

**Inservice Teachers Program**

- O on-site (school) courses for inservice teachers
- O cooperating teacher training provided to practicing teachers
- O experienced teachers designated as master teachers
- O practicing teachers involved in curriculum development
- O practicing teachers actively involved in decision making with regard to organizational/ structural changes within the school
- O inservice teachers involved in on-site research

**Multicultural Issues**

- O preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- O inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- O approximately 80-100% student enrollment from minority groups
- O approximately 40-59% teacher interns (preservice teachers) from minority groups

**Norwood Elementary School**
**2020 Oak Street**
**Los Angeles, California 90007**
**(213) 748-3733**

**Site Coordinator:**
**Grades:** K-6
**School Type:** Professional Practice School
**Starting Date:** September 1990

**Collaborative Partners:** Los Angeles Unified School District

School of Education
University of Southern California
Los Angeles, CA 90089-0031
(213) 740-3292
Contact: Johanna K. Lemlech

American Federation of Teachers

**Affiliation:** American Federation of Teachers

**Funding Sources:** EXXON Education Foundation

**Features**

**College/School Collaboration**

- O school faculty assist in planning preservice curriculum
- O school faculty assist in planning inservice curriculum
- O collaborative research involving school & college faculty

**Preservice Teachers Program**

- O on-site (school) courses for preservice teachers
- O clinical supervision of student teachers

**Inservice Teachers Program**

- O on-site (school) courses for inservice teachers
- O cooperating teacher training provided to practicing teachers
- O experienced teachers designated as master teachers
- O mentor, master, and/or cooperating teachers have release-time
- O practicing teachers involved in curriculum development
- O practicing teachers actively involved in decision making with regard to organizational/ structural changes within the school
- O inservice teachers involved in on-site research

**Multicultural Issues**

- O preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- O inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- O approximately 80-100% student enrollment from minority groups
- O approximately 0-19% teacher interns (preservice teachers) from minority groups

**Rubidoux High School**
**4250 Opal Street**
**Riverside, California 92509**
**(714) 360-2863**

**Site Coordinator:** Ben Bunz, Assistant Principal
**Grades:** 10-12
**School Type:** Professional Development School
**Starting Date:** 1989-90

**Collaborative Partners:** Jurupa Unified School District

Comprehensive Teacher Education Institute
School of Education
University of California, Riverside
Riverside, CA 92521
(714) 787-5798
Contact: Judith H. Sandholtz

**Funding Sources:** California State Department of Education

## Features

**College/School Collaboration**

- O school faculty assist in planning preservice curriculum
- O school faculty assist in planning inservice curriculum

**Preservice Teachers Program**

- O on-site (school) courses for preservice teachers
- O mentor teachers for preservice teachers
- O clinical supervision of student teachers
- O each preservice teacher assigned to more than one cooperating teacher

**Inservice Teachers Program**

- O on-site (school) courses for inservice teachers
- O cooperating teacher training provided to practicing teachers
- O mentor, master, and/or cooperating teachers have release-time
- O practicing teachers involved in curriculum development
- O practicing teachers actively involved in decision making with regard to organizational/ structural changes within the school

**Multicultural Issues**

- O preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- O inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- O approximately 40-59 % student enrollment from minority groups



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**Ala Wai Elementary School**
**503 Kamoku Street**
**Honolulu, Hawaii 96826**
**(808) 944-1541**

**Site Coordinator:** Suchon Kim
**Grades:** K-6
**School Type:** Professional Development School
**Starting Date:** Summer 1991

**Collaborative Partners:** Windward, Leeward, and Central School Districts

College of Education
University of Hawaii at Manoa
1776 University Avenue, CMH-124
Honolulu, HI 96817
(808) 956-7709
Contact: Juvenna Chang

Hawaii State Teachers Association

**Affiliation:** Network for Educational Renewal

**Funding Sources:** Hawaii State Department of Education; University of Hawaii at Manoa; Kamehameha Schools/Bishop Estate

## Features

**College/School Collaboration**
- O college faculty teach school students
- O school faculty assist in planning preservice curriculum
- O school faculty assist in planning inservice curriculum
- O collaborative research involving school & college faculty

**Preservice Teachers Program**
- O mentor teachers for preservice teachers
- O clinical supervision of student teachers
- O each preservice teacher assigned to more than one cooperating teacher
- O preservice teachers involved in on-site research

**Beginning Teachers Program**
- O beginning teacher induction program
- O mentor teachers for beginning teachers

**Inservice Teachers Program**
- O cooperating teacher training provided to practicing teachers
- O experienced teachers designated as master teachers
- O practicing teachers involved in curriculum development
- O practicing teachers actively involved in decision making with regard to organizational/ structural changes within the school
- O inservice teachers involved in on-site research

**Multicultural Issues**
- O preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- O inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- O approximately 40-59% student enrollment from minority groups
- O approximately 0-19% teacher interns (preservice teachers) from minority groups

**Aliamanu Elementary School**
**3265 Salt Lake Boulevard**
**Honolulu, Hawaii 96818**
**(808) 422-1131**

**Site Coordinator:** Laura Fukumoto
**Grades:** K-6
**School Type:** Professional Development School
**Starting Date:** Summer 1991

**Collaborative Partners:** Windward, Leeward, and Central School Districts

College of Education
University of Hawaii at Manoa
1776 University Avenue, CMH-124
Honolulu, HI 96817
(808) 956-7709
Contact: Juvenna Chang

Hawaii State Teachers Association

**Affiliation:** Network for Educational Renewal

**Funding Sources:** Hawaii State Department of Education; University of Hawaii at Manoa; Kamehameha Schools/Bishop Estate

## Features

**College/School Collaboration**
- O college faculty teach school students
- O school faculty assist in planning preservice curriculum
- O school faculty assist in planning inservice curriculum
- O collaborative research involving school & college faculty

**Preservice Teachers Program**
- O mentor teachers for preservice teachers
- O clinical supervision of student teachers
- O each preservice teacher assigned to more than one cooperating teacher
- O preservice teachers involved in on-site research

**Beginning Teachers Program**
- O beginning teacher induction program
- O mentor teachers for beginning teachers

**Inservice Teachers Program**
- O on-site (school) courses for inservice teachers
- O cooperating teacher training provided to practicing teachers
- O experienced teachers designated as master teachers
- O practicing teachers involved in curriculum development
- O practicing teachers actively involved in decision making with regard to organizational/ structural changes within the school
- O inservice teachers involved in on-site research

**Multicultural Issues**
- O preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- O inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- O approximately 40-59% student enrollment from minority groups
- O approximately 0-19% teacher interns (preservice teachers) from minority groups

**Kaewai Elementary School**
**1929 Kam IV Road**
**Honolulu, Hawaii 96819**
**(808) 845-2120**

**Site Coordinator:** Chris Fonoti
**Grades:** K-6
**School Type:** Professional Development School
**Starting Date:** Summer 1991

**Collaborative Partners:** Windward, Leeward, and Central School Districts

College of Education
University of Hawaii at Manoa
1776 University Avenue, CMH-124
Honolulu, HI 96817
(808) 956-7709
Contact: Juvenna Chang

Hawaii State Teachers Association

**Affiliation:** Network for Educational Renewal

**Funding Sources:** Hawaii State Department of Education; University of Hawaii at Manoa; Kamehameha Schools/Bishop Estate

**Features**

**College/School Collaboration**
- O college faculty teach school students
- O school faculty assist in planning preservice curriculum
- O school faculty assist in planning inservice curriculum
- O collaborative research involving school & college faculty

**Preservice Teachers Program**
- O mentor teachers for preservice teachers
- O clinical supervision of student teachers
- O each preservice teacher assigned to more than one cooperating teacher
- O preservice teachers involved in on-site research

**Beginning Teachers Program**
- O beginning teacher induction program
- O mentor teachers for beginning teachers

**Inservice Teachers Program**
- O cooperating teacher training provided to practicing teachers
- O experienced teachers designated as master teachers
- O practicing teachers involved in curriculum development
- O practicing teachers actively involved in decision making with regard to organizational/ structural changes within the school
- O inservice teachers involved in on-site research

**Multicultural Issues**
- O preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- O inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- O approximately 80-100% student enrollment from minority groups
- O approximately 0-19% teacher interns (preservice teachers) from minority groups

**Kailua High School**
**451 Ulumana Drive**
**Kailua, Hawaii 96734**
**(808) 262-8151**

**Site Coordinator:** Diane Cheung
**Grades:** 9-12
**School Type:** Professional Development School
**Starting Date:** Summer 1991

**Collaborative Partners:** Windward, Leeward, and Central School Districts

College of Education
University of Hawaii at Manoa
1776 University Avenue, CMH-124
Honolulu, HI 96817
(808) 956-7709
Contact: Juvenna Chang

Hawaii State Teachers Association

**Affiliation:** Network for Educational Renewal

**Funding Sources:** Hawaii State Department of Education; University of Hawaii at Manoa; Kamehameha Schools/Bishop Estate

**Features**

**College/School Collaboration**
- O college faculty teach school students
- O school faculty assist in planning preservice curriculum
- O school faculty assist in planning inservice curriculum
- O collaborative research involving school & college faculty

**Preservice Teachers Program**
- O on site (school) courses for preservice teachers
- O mentor teachers for preservice teachers
- O clinical supervision of student teachers
- O each preservice teacher assigned to more than one cooperating teacher
- O preservice teachers involved in on-site research

**Beginning Teachers Program**
- O beginning teacher induction program
- O mentor teachers for beginning teachers

**Inservice Teachers Program**
- O cooperating teacher training provided to practicing teachers
- O experienced teachers designated as master teachers
- O practicing teachers involved in curriculum development
- O practicing teachers actively involved in decision making with regard to organizational/ structural changes within the school
- O inservice teachers involved in on-site research

**Multicultural Issues**
- O preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- O inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- O approximately 80-100% student enrollment from minority groups
- O approximately 0-19% teacher interns (preservice teachers) from minority groups

**Deering High School**
**370 Stevens Avenue**
**Portland, Maine 04103**
**(207) 874-8260**

**Site Coordinators:** Deborah Keyes; Rita Kissen; India Broyles
**Grades:** 9-12
**School Type:** Professional Development School
**Starting Date:** August 1991

**Collaborative Partners:** Portland, Gorham, and Wells-Ogunquit School Districts

University of Southern Maine
Extended Teacher Education Program
College of Education
119 Bailey Hall
Gorham, ME 04038
(207) 780-5479
Contact: Lynne Miller, Director of Teacher Education

**Affiliation:** Center for Educational Renewal; National Education Association Center for Innovation; Southern Maine Partnership

**Funding Sources:** University of Southern Maine; Portland, Gorham, and Wells-Ogunquit School Districts; UNUM Corporation; Federal Grants

## Features

**College/School Collaboration**

- O school faculty hold joint school/college teaching appointments
- O school faculty assist in planning preservice curriculum
- O school faculty assist in planning inservice curriculum
- O collaborative research involving school & college faculty

**Preservice Teachers Program**

- O on-site (school) courses for preservice teachers
- O mentor teachers for preservice teachers
- O clinical supervision of student teachers
- O each preservice teacher assigned to more than one cooperating teacher
- O preservice teachers involved in on-site research

**Inservice Teachers Program**

- O on-site (school) courses for inservice teachers
- O cooperating teacher training provided to practicing teachers
- O experienced teachers designated as master teachers
- O mentor, master, and/or cooperating teachers have release-time
- O practicing teachers involved in curriculum development
- O practicing teachers actively involved in decision making with regard to organizational/ structural changes within the school
- O inservice teachers involved in on-site research

**Multicultural Issues**

- O preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- O inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- O approximately 0-19% student enrollment from minority groups
- O approximately 0-19% teacher interns (preservice teachers) from minority groups

**King Middle School**
**92 Deering Avenue**
**Portland, Maine 04103**
**(207) 874-8140**

**Site Coordinators:** Deborah Keyes; Rita Kissen; India Broyles
**Grades:** 6-8
**School Type:** Professional Development School
**Starting Date:** August 1991

**Collaborative Partners:** Portland, Gorham, and Wells-Ogunquit School Districts

University of Southern Maine
Extended Teacher Education Program
College of Education
119 Bailey Hall
Gorham, ME 04038
(207) 780-5479
Contact: Lynne Miller, Director of Teacher Education

**Affiliation:** Center for Educational Renewal; National Education Association Center for Innovation; Southern Maine Partnership

**Funding Sources:** University of Southern Maine; Portland, Gorham, and Wells-Ogunquit School Districts; UNUM Corporation; Federal Grants

## Features

**College/School Collaboration**

- O school faculty hold joint school/college teaching appointments
- O school faculty assist in planning preservice curriculum
- O school faculty assist in planning inservice curriculum
- O collaborative research involving school & college faculty

**Preservice Teachers Program**

- O on-site (school) courses for preservice teachers
- O mentor teachers for preservice teachers
- O clinical supervision of student teachers
- O each preservice teacher assigned to more than one cooperating teacher
- O preservice teachers involved in on-site research

**Inservice Teachers Program**

- O on-site (school) courses for inservice teachers
- O cooperating teacher training provided to practicing teachers
- O experienced teachers designated as master teachers
- O mentor, master, and/or cooperating teachers have release-time
- O practicing teachers involved in curriculum development
- O practicing teachers actively involved in decision making with regard to organizational/ structural changes within the school
- O inservice teachers involved in on-site research

**Multicultural Issues**

- O preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- O inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- O approximately 0-19% student enrollment from minority groups
- O approximately 0-19% teacher interns (preservice teachers) from minority groups

**Little Falls School**
**40 Oak Street**
**South Windham, Maine 04082**
**(207) 892-6641**

**Site Coordinator:** Patty LaRosa; Walter H. Kimball
**Grades:** Kindergarten Center
**School Type:** Professional Development School
**Starting Date:** August 1991

**Collaborative Partners:** Portland, Gorham, and Wells-Ogunquit School Districts

University of Southern Maine
Extended Teacher Education Program
College of Education
119 Bailey Hall
Gorham, ME 04038
(207) 780-5479
Contact: Lynne Miller, Director of Teacher Education

**Affiliation:** Center for Educational Renewal; National Education Association Center for Innovation; Southern Maine Partnership

**Funding Sources:** University of Southern Maine; Portland, Gorham, and Wells-Ogunquit School Districts; UNUM Corporation; Federal Grants

**Features**

**College/School Collaboration**
- O school faculty hold joint school/college teaching appointments
- O college faculty teach school students
- O school faculty assist in planning preservice curriculum
- O school faculty assist in planning inservice curriculum
- O collaborative research involving school & college faculty

**Preservice Teachers Program**
- O on-site (school) courses for preservice teachers
- O mentor teachers for preservice teachers
- O clinical supervision of student teachers
- O each preservice teacher assigned to more than one cooperating teacher
- O preservice teachers involved in on-site research

**Beginning Teachers Program**
- O beginning teacher induction program
- O mentor teachers for beginning teachers
- O clinical supervision of beginning teachers

**Inservice Teachers Program**
- O cooperating teacher training provided to practicing teachers
- O mentor, master, and/or cooperating teachers have release-time
- O practicing teachers involved in curriculum development
- O practicing teachers actively involved in decision making with regard to organizational/ structural changes within the school
- O inservice teachers involved in on-site research

**Multicultural Issues**
- O preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- O approximately 0-19% student enrollment from minority groups
- O approximately 0-19% teacher interns (preservice teachers) from minority groups

**Narragansett School**
**284 Main Street**
**Gorham, Maine 04038**
**(207) 839-5017**

**Site Coordinator:** Patty LaRosa; Walter H. Kimball
**Grades:** 1-3
**School Type:** Professional Development School
**Starting Date:** August 1991

**Collaborative Partners:** Portland, Gorham, and Wells-Ogunquit School Districts

University of Southern Maine
Extended Teacher Education Program
College of Education
119 Bailey Hall
Gorham, ME 04038
(207) 780-5479
Contact: Lynne Miller, Director of Teacher Education

**Affiliation:** Center for Educational Renewal; National Education Association Center for Innovation; Southern Maine Partnership

**Funding Sources:** University of Southern Maine; Portland, Gorham, and Wells-Ogunquit School Districts; UNUM Corporation; Federal Grants

**Features**

**College/School Collaboration**
- O school faculty hold joint school/college teaching appointments
- O college faculty teach school students
- O school faculty assist in planning preservice curriculum
- O school faculty assist in planning inservice curriculum
- O collaborative research involving school & college faculty

**Preservice Teachers Program**
- O on-site (school) courses for preservice teachers
- O mentor teachers for preservice teachers
- O clinical supervision of student teachers
- O each preservice teacher assigned to more than one cooperating teacher
- O preservice teachers involved in on-site research

**Beginning Teachers Program**
- O beginning teacher induction program
- O mentor teachers for beginning teachers
- O clinical supervision of beginning teachers

**Inservice Teachers Program**
- O cooperating teacher training provided to practicing teachers
- O mentor, master, and/or cooperating teachers have release-time
- O practicing teachers involved in curriculum development
- O practicing teachers actively involved in decision making with regard to organizational/ structural changes within the school
- O inservice teachers involved in on-site research

**Multicultural Issues**
- O preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- O approximately 0-19% student enrollment from minority groups
- O approximately 0-19% teacher interns (preservice teachers) from minority groups

**Portland High School**
**284 Cumberland Avenue**
**Portland, Maine 04101**
**(207) 874-8250**

**Site Coordinators:** Deborah Keyes; Rita Kissen; India Broyles
**Grades:** 9-12
**School Type:** Professional Development School
**Starting Date:** August 1991

**Collaborative Partners:** Portland, Gorham, and Wells-Ogunquit School Districts

University of Southern Maine
Extended Teacher Education Program
College of Education
119 Bailey Hall
Gorham, ME 04038
(207) 780-5479
Contact: Lynne Miller, Director of Teacher Education

**Affiliation:** Center for Educational Renewal; National Education Association Center for Innovation; Southern Maine Partnership

**Funding Sources:** University of Southern Maine; Portland, Gorham, and Wells-Ogunquit School Districts; UNUM Corporation; Federal Grants

**Features**

**College/School Collaboration**
- O school faculty hold joint school/college teaching appointments
- O school faculty assist in planning preservice curriculum
- O school faculty assist in planning inservice curriculum
- O collaborative research involving school & college faculty

**Preservice Teachers Program**
- O on-site (school) courses for preservice teachers
- O mentor teachers for preservice teachers
- O clinical supervision of student teachers
- O each preservice teacher assigned to more than one cooperating teacher
- O preservice teachers involved in on-site research

**Inservice Teachers Program**
- O on-site (school) courses for inservice teachers
- O cooperating teacher training provided to practicing teachers
- O experienced teachers designated as master teachers
- O mentor, master, and/or cooperating teachers have release-time
- O practicing teachers involved in curriculum development
- O practicing teachers actively involved in decision making with regard to organizational/ structural changes within the school
- O inservice teachers involved in on-site research

**Multicultural Issues**
- O preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- O inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- O approximately 0-19% student enrollment from minority groups
- O approximately 0-19% teacher interns (preservice teachers) from minority groups

**Wells Elementary School**
**P.O. Box 429 Post Road**
**Wells, Maine 04090**
**(207) 646-5953**

**Site Coordinator:** Sue Walters; Cherie Major
**Grades:** K-5
**School Type:** Professional Development School
**Starting Date:** August 1991

**Collaborative Partners:** Portland, Gorham, and Wells-Ogunquit School Districts

University of Southern Maine
Extended Teacher Education Program
College of Education
119 Bailey Hall
Gorham, ME 04038
(207) 780-5479
Contact: Lynne Miller, Director of Teacher Education

**Affiliation:** Center for Educational Renewal; National Education Association Center for Innovation; Southern Maine Partnership

**Funding Sources:** University of Southern Maine; Portland, Gorham, and Wells-Ogunquit School Districts; UNUM Corporation; Federal Grants

**Features**

**College/School Collaboration**
- O school faculty hold joint school/college teaching appointments
- O college faculty teach school students
- O school faculty assist in planning preservice curriculum
- O school faculty assist in planning inservice curriculum
- O collaborative research involving school & college faculty

**Preservice Teachers Program**
- O on-site (school) courses for preservice teachers
- O mentor teachers for preservice teachers
- O clinical supervision of student teachers
- O each preservice teacher assigned to more than one cooperating teacher
- O preservice teachers involved in on-site research

**Beginning Teachers Program**
- O beginning teacher induction program
- O mentor teachers for beginning teachers
- O clinical supervision of beginning teachers

**Inservice Teachers Program**
- O on-site (school) courses for inservice teachers
- O cooperating teacher training provided to practicing teachers
- O mentor, master, and/or cooperating teachers have release-time
- O practicing teachers involved in curriculum development
- O practicing teachers actively involved in decision making with regard to organizational/ structural changes within the school
- O inservice teachers involved in on-site research

**Multicultural Issues**
- O preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- O approximately 0-19% student enrollment from minority groups
- O approximately 0-19% teacher interns (preservice teachers) from minority groups

**Wells High School**
**P.O. Box 579, Sanford Road**
**Wells, Maine 04090**
**(207) 646-7011**

**Site Coordinator:** Sue Walters; Cherie Major
**Grades:** 9-12
**School Type:** Professional Development School
**Starting Date:** August 1991

**Collaborative Partners:** Portland, Gorham, and Wells-Ogunquit School Districts

University of Southern Maine
Extended Teacher Education Program
College of Education
119 Bailey Hall
Gorham, ME 04038
(207) 780-5479
Contact: Lynne Miller, Director of Teacher Education

**Affiliation:** Center for Educational Renewal; National Education Association Center for Innovation; Southern Maine Partnership

**Funding Sources:** University of Southern Maine; Portland, Gorham, and Wells-Ogunquit School Districts; UNUM Corporation; Federal Grants

**Features**

**College/School Collaboration**

- O school faculty hold joint school/college teaching appointments
- O college faculty teach school students
- O school faculty assist in planning preservice curriculum
- O school faculty assist in planning inservice curriculum
- O collaborative research involving school & college faculty

**Preservice Teachers Program**

- O on-site (school) courses for preservice teachers
- O mentor teachers for preservice teachers
- O clinical supervision of student teachers
- O each preservice teacher assigned to more than one cooperating teacher
- O preservice teachers involved in on-site research

**Beginning Teachers Program**

- O beginning teacher induction program
- O mentor teachers for beginning teachers
- O clinical supervision of beginning teachers

**Inservice Teachers Program**

- O on-site (school) courses for inservice teachers
- O cooperating teacher training provided to practicing teachers
- O mentor, master, and/or cooperating teachers have release-time
- O practicing teachers involved in curriculum development
- O practicing teachers actively involved in decision making with regard to organizational/ structural changes within the school
- O inservice teachers involved in on-site research

**Multicultural Issues**

- O preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- O approximately 0-19% student enrollment from minority groups
- O approximately 0-19% teacher interns (preservice teachers) from minority groups

**Wells Junior High School**
**P.O. Box 310, Post Road**
**Wells, Maine 04090**
**(207) 646-5142**

**Site Coordinator:** Sue Walters; Cherie Major
**Grades:** 6-8
**School Type:** Professional Development School
**Starting Date:** August 1991

**Collaborative Partners:** Portland, Gorham, and Wells-Ogunquit School Districts

University of Southern Maine
Extended Teacher Education Program
College of Education
119 Bailey Hall
Gorham, ME 04038
(207) 780-5479
Contact: Lynne Miller, Director of Teacher Education

**Affiliation:** Center for Educational Renewal; National Education Association Center for Innovation; Southern Maine Partnership

**Funding Sources:** University of Southern Maine; Portland, Gorham, and Wells-Ogunquit School Districts; UNUM Corporation; Federal Grants

**Features**

**College/School Collaboration**

- O school faculty hold joint school/college teaching appointments
- O college faculty teach school students
- O school faculty assist in planning preservice curriculum
- O school faculty assist in planning inservice curriculum
- O collaborative research involving school & college faculty

**Preservice Teachers Program**

- O on-site (school) courses for preservice teachers
- O mentor teachers for preservice teachers
- O clinical supervision of student teachers
- O each preservice teacher assigned to more than one cooperating teacher
- O preservice teachers involved in on-site research

**Beginning Teachers Program**

- O beginning teacher induction program
- O mentor teachers for beginning teachers
- O clinical supervision of beginning teachers

**Inservice Teachers Program**

- O on-site (school) courses for inservice teachers
- O cooperating teacher training provided to practicing teachers
- O mentor, master, and/or cooperating teachers have release-time
- O practicing teachers involved in curriculum development
- O practicing teachers actively involved in decision making with regard to organizational/ structural changes within the school
- O inservice teachers involved in on-site research

**Multicultural Issues**

- O preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- O approximately 0-19% student enrollment from minority groups
- O approximately 0-19% teacher interns (preservice teachers) from minority groups

**Wells Ogunquit Village School**
**P.O. Box 2399**
**Ogunquit, Maine 03907**
**(207) 646-2551**

**Site Coordinator:** Sue Walters; Cherie Major
**Grades:** K-5
**School Type:** Professional Development School
**Starting Date:** August 1991

**Collaborative Partners:** Portland, Gorham, and Wells-Ogunquit School Districts

University of Southern Maine
Extended Teacher Education Program
College of Education
119 Bailey Hall
Gorham, ME 04038
(207) 780-5479
Contact: Lynne Miller, Director of Teacher Education

**Affiliation:** Center for Educational Renewal; National Education Association Center for Innovation; Southern Maine Partnership

**Funding Sources:** University of Southern Maine; Portland, Gorham, and Wells-Ogunquit School Districts; UNUM Corporation; Federal Grants

**Features**

**College/School Collaboration**

- O school faculty hold joint school/college teaching appointments
- O college faculty teach school students
- O school faculty assist in planning preservice curriculum
- O school faculty assist in planning inservice curriculum
- O collaborative research involving school & college faculty

**Preservice Teachers Program**

- O on-site (school) courses for preservice teachers
- O mentor teachers for preservice teachers
- O clinical supervision of student teachers
- O each preservice teacher assigned to more than one cooperating teacher
- O preservice teachers involved in on-site research

**Beginning Teachers Program**

- O beginning teacher induction program
- O mentor teachers for beginning teachers
- O clinical supervision of beginning teachers

**Inservice Teachers Program**

- O on-site (school) courses for inservice teachers
- O cooperating teacher training provided to practicing teachers
- O mentor, master, and/or cooperating teachers have release-time
- O practicing teachers involved in curriculum development
- O practicing teachers actively involved in decision making with regard to organizational/ structural changes within the school
- O inservice teachers involved in on-site research

**Multicultural Issues**

- O preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- O approximately 0-19% student enrollment from minority groups
- O approximately 0-19% teacher interns (preservice teachers) from minority groups

**White Rock School**
**RR 2, Box 353, North Gorham Road**
**Gorham, Maine 04038**
**(207) 892-6826**

**Site Coordinator:** Patty LaRosa; Walter H. Kimball
**Grades:** 1-3
**School Type:** Professional Development School
**Starting Date:** August 1991

**Collaborative Partners:** Portland, Gorham, and Wells-Ogunquit School Districts

University of Southern Maine
Extended Teacher Education Program
College of Education
119 Bailey Hall
Gorham, ME 04038
(207) 780-5479
Contact: Lynne Miller, Director of Teacher Education

**Affiliation:** Center for Educational Renewal; National Education Association Center for Innovation; Southern Maine Partnership

**Funding Sources:** University of Southern Maine; Portland, Gorham, and Wells-Ogunquit School Districts; UNUM Corporation; Federal Grants

**Features**

**College/School Collaboration**
- O school faculty hold joint school/college teaching appointments
- O college faculty teach school students
- O school faculty assist in planning preservice curriculum
- O school faculty assist in planning inservice curriculum
- O collaborative research involving school & college faculty

**Preservice Teachers Program**
- O on-site (school) courses for preservice teachers
- O mentor teachers for preservice teachers
- O clinical supervision of student teachers
- O each preservice teacher assigned to more than one cooperating teacher
- O preservice teachers involved in on-site research

**Beginning Teachers Program**
- O beginning teacher induction program
- O mentor teachers for beginning teachers
- O clinical supervision of beginning teachers

**Inservice Teachers Program**
- O cooperating teacher training provided to practicing teachers
- O mentor, master, and/or cooperating teachers have release-time
- O practicing teachers involved in curriculum development
- O practicing teachers actively involved in decision making with regard to organizational/ structural changes within the school
- O inservice teachers involved in on-site research

**Multicultural Issues**
- O preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- O approximately 0-19% student enrollment from minority groups
- O approximately 0-19% teacher interns (preservice teachers) from minority groups



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## East Longmeadow/University of Massachusetts Professional Development School
## 180 Maple Street
## East Longmeadow, Massachusetts 01028
## (413) 525-5450

**Site Coordinator:** Peter J. Cannone, Associate Superintendent of Schools
**Grades:** 7-9; 10-12
**School Type:** Professional Development School
**Starting Date:** April 1, 1991

**Collaborative Partners:** East Longmeadow School District
Contact: Peter J. Cannone, Associate Superintendent of Schools
(413) 525-5450

School of Education
Secondary Teacher Education Program
University of Massachusetts at Amherst
Amherst, MA 01003

**Funding Sources:** East Longmeadow School District; Alice and Patrick McGinty Foundation

### Features

**College/School Collaboration**
- O school faculty assist in planning preservice curriculum
- O school faculty assist in planning inservice curriculum
- O collaborative research involving school & college faculty

**Preservice Teachers Program**
- O on-site (school) courses for preservice teachers
- O mentor teachers for preservice teachers
- O clinical supervision of student teachers
- O each preservice teacher assigned to more than one cooperating teacher
- O preservice teachers involved in on-site research

**Beginning Teachers Program**
- O beginning teacher induction program
- O mentor teachers for beginning teachers

**Inservice Teachers Program**
- O on-site (school) courses for inservice teachers
- O cooperating teacher training provided to practicing teachers
- O experienced teachers designated as master teachers
- O mentor, master, and/or cooperating teachers have release-time
- O practicing teachers involved in curriculum development
- O practicing teachers actively involved in decision making with regard to organizational/ structural changes within the school

**Multicultural Issues**
- O approximately 0-19% student enrollment from minority groups
- O approximately 0-19% teacher interns (preservice teachers) from minority groups

**Wolf Swamp Road Elementary School**
**62 Wolf Swamp Road**
**Longmeadow, Massachusetts 01013**
**(413) 567-8628**

**Site Coordinator:** John Ciesluk, Principal
**Grades:** K-6
**School Type:** Professional Development School
**Starting Date:** January 1990

**Collaborative Partners:** Longmeadow School District

Department of Education
Elms College
291 Springfield Street
Chicopee, MA 01013

Field Center for Teaching & Learning
University of Massachusetts at Boston
Boston, MA 02125-3393
(617) 287-7060
Contact: Karen O'Connor

## Features

**College/School Collaboration**
- O school faculty assist in planning preservice curriculum
- O school faculty assist in planning inservice curriculum

**Preservice Teachers Program**
- O on-site (school) courses for preservice teachers
- O mentor teachers for preservice teachers
- O clinical supervision of student teachers
- O each preservice teacher assigned to more than one cooperating teacher

**Beginning Teachers Program**
- O beginning teacher induction program
- O mentor teachers for beginning teachers
- O clinical supervision of beginning teachers

**Inservice Teachers Program**
- O on-site (school) courses for inservice teachers
- O cooperating teacher training provided to practicing teachers
- O experienced teachers designated as master teachers
- O mentor, master, and/or cooperating teachers have reduced course load
- O mentor, master, and/or cooperating teachers have release-time
- O practicing teachers involved in curriculum development
- O practicing teachers actively involved in decision making with regard to organizational/ structural changes within the school

**Multicultural Issues**
- O inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- O approximately 0-19% student enrollment from minority groups
- O approximately 0-19% teacher interns (preservice teachers) from minority groups

**Averill Elementary School**
**3201 Averill Drive**
**Lansing, Michigan 48911**
**(517) 887-3224**

**Site Coordinator:** Frances Barger
**Grades:** K-5
**School Type:** Professional Development School
**Starting Date:** September 1988

**Collaborative Partners:** Lansing Public School District
Contact: Bruce Rochowiak; Frances Barger
Averill Elementary School
(517) 887-3224

College of Education
Erickson Hall
Michigan State University
East Lansing, MI 48823

Lansing School Education Association (local affiliate of the Michigan Education Association and the National Education Association)

**Affiliation:** Michigan Partnership for New Education

**Funding Sources:** Lansing School District; Michigan Partnership for New Education; Michigan State University, College of Education

## Features

**College/School Collaboration**

- O college faculty teach school students
- O school faculty assist in planning preservice curriculum
- O school faculty assist in planning inservice curriculum
- O collaborative research involving school & college faculty

**Preservice Teachers Program**

- O on-site (school) courses for preservice teachers
- O mentor teachers for preservice teachers
- O clinical supervision of student teachers
- O preservice teachers involved in on-site research

**Inservice Teachers Program**

- O on-site (school) courses for inservice teachers
- O cooperating teacher training provided to practicing teachers
- O mentor, master, and/or cooperating teachers have release-time
- O practicing teachers involved in curriculum development
- O practicing teachers actively involved in decision making with regard to organizational/ structural changes within the school
- O inservice teachers involved in on-site research

**Multicultural Issues**

- O preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- O inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- O approximately 40-59% student enrollment from minority groups
- O approximately 0-19% teacher interns (preservice teachers) from minority groups

## Elliott Elementary Professional Development School
## 4200 Bond Street
## Holt, Michigan 48842
## (517) 699-2106

**Site Coordinator:** R. Berkey; P. Lanier; M. Parker; C. Templin
**Grades:** K-6
**School Type:** Professional Development School
**Starting Date:** February 1989

**Collaborative Partners:** Holt Public Schools
Contact: Ramona Berkey, Principal
Eliot Elementary Professional Development School
(517) 699-2106

College of Education
Michigan State University
Erickson Hall
East Lansing, MI 48824-1034
(517) 353-9760
Contact: Pamela Schram

Holt Education Association; National Education Association

**Affiliation:** Michigan Partnership for New Education; Michigan Department of Education

### Features

**College/School Collaboration**
- O college faculty teach school students
- O school faculty assist in planning preservice curriculum
- O school faculty assist in planning inservice curriculum
- O collaborative research involving school & college faculty

**Preservice Teachers Program**
- O on-site (school) courses for preservice teachers
- O mentor teachers for preservice teachers
- O clinical supervision of student teachers
- O preservice teachers involved in on-site research

**Inservice Teachers Program**
- O on-site (school) courses for inservice teachers
- O cooperating teacher training provided to practicing teachers
- O practicing teachers involved in curriculum development
- O practicing teachers actively involved in decision making with regard to organizational/ structural changes within the school
- O inservice teachers involved in on-site research

**Multicultural Issues**
- O preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- O inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- O approximately 0-19% student enrollment from minority groups
- O approximately 0-19% teacher interns (preservice teachers) from minority groups

**Holmes Middle School**
**6602 Oxley Drive**
**Flint, Michigan 48504**
**(313) 760-1620**

**Site Coordinator:** Jacquelyn R. Nickerson
**Grades:** 7-9
**School Type:** Professional Development School
**Starting Date:** September 1989

**Collaborative Partners:** Flint Public Schools

College of Education
Michigan State University
Erickson Hall
East Lansing, MI 48824-1034
(517) 353-0726
Contact: Jacquelyn R. Nickerson

United Teachers of Flint

**Affiliation:** Michigan Partnership for New Education

**Funding Sources:** College of Education, Michigan State University; Michigan State Department of Education; Michigan Partnership for New Education

## Features

**College/School Collaboration**
- O college faculty teach school students
- O school faculty assist in planning preservice curriculum
- O school faculty assist in planning inservice curriculum
- O collaborative research involving school & college faculty

**Preservice Teachers Program**
- O on-site (school) courses for preservice teachers
- O mentor teachers for preservice teachers
- O clinical supervision of student teachers

**Beginning Teachers Program**
- O beginning teacher induction program

**Inservice Teachers Program**
- O cooperating teacher training provided to practicing teachers
- O experienced teachers designated as master teachers
- O mentor, master, and/or cooperating teachers have release-time
- O practicing teachers involved in curriculum development
- O practicing teachers actively involved in decision making with regard to organizational/ structural changes within the school
- O inservice teachers involved in on-site research

**Multicultural Issues**
- O preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- O inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- O approximately 80-100% student enrollment from minority groups
- O approximately 0-19% teacher interns (preservice teachers) from minority groups

## Holt High School
## Aurelius Road
## Holt, Michigan 48846
## (517) 694-2085

**Site Coordinator:** Tom Davis
**Grades:** 10-12
**School Type:** Professional Development School
**Starting Date:** Fall 1988

**Collaborative Partners:** Holt Public School District; Battle Creek School District; Lakeview School District

College of Education
Michigan State University
Erickson Hall
East Lansing, MI 48824-1034
(517) 353-9760
Contact: Perry Lanier

Holt Education Association; Battle Creek Education Association

**Affiliation:** Michigan Partnership for New Education

**Funding Sources:** Michigan State University; Michigan Department of Education; Kellogg Foundation; Taubman Corporation; Rockefeller Foundation

### Features

**College/School Collaboration**
- O school faculty hold joint school/college teaching appointments
- O college faculty teach school students
- O school faculty assist in planning preservice curriculum
- O school faculty assist in planning inservice curriculum
- O collaborative research involving school & college faculty

**Preservice Teachers Program**
- O on-site (school) courses for preservice teachers
- O mentor teachers for preservice teachers
- O clinical supervision of student teachers
- O preservice teachers involved in on-site research

**Beginning Teachers Program**
- O beginning teacher induction program
- O mentor teachers for beginning teachers
- O clinical supervision of beginning teachers

**Inservice Teachers Program**
- O cooperating teacher training provided to practicing teachers
- O mentor, master, and/or cooperating teachers have reduced course load
- O mentor, master, and/or cooperating teachers have release-time
- O practicing teachers involved in curriculum development
- O practicing teachers actively involved in decision making with regard to organizational/ structural changes within the school
- O inservice teachers involved in on-site research

**Multicultural Issues**
- O preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- O approximately 0-19% student enrollment from minority groups
- O approximately 0-19% teacher interns (preservice teachers) from minority groups

**Kendon Elementary School**
**827 Kendon Drive**
**Lansing, Michigan 48910**
**(517) 887-3086**

**Site Coordinator:** Minnie Thomas; John Zevli
**Grades:** K-6
**School Type:** Professional Development School
**Starting Date:** September 1989

**Collaborative Partners:** Lansing School District

College of Education
Michigan State University
Erickson Hall
East Lansing, MI 48824-1034
(517) 353-4348
Contact: John Zevli

**Affiliation:** Michigan Partnership for New Education

## Features

**College/School Collaboration**

- O school faculty hold joint school/college teaching appointments
- O college faculty teach school students
- O school faculty assist in planning preservice curriculum
- O collaborative research involving school & college faculty

**Preservice Teachers Program**

- O mentor teachers for preservice teachers
- O clinical supervision of student teachers

**Inservice Teachers Program**

- O on-site (school) courses for inservice teachers
- O cooperating teacher training provided to practicing teachers
- O mentor, master, and/or cooperating teachers have release-time
- O practicing teachers involved in curriculum development
- O practicing teachers actively involved in decision making with regard to organizational/ structural changes within the school
- O inservice teachers involved in on-site research

**Multicultural Issues**

- O inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- O approximately 20-39% student enrollment from minority groups
- O approximately 0-19% teacher interns (preservice teachers) from minority groups

**Longfellow Elementary School**
**31 North Astor Street**
**Pontiac, Michigan 48342**
**(313) 858-2257**

**Site Coordinator:** Richard Pipan
**Grades:** K-5
**School Type:** Professional Development School
**Starting Date:** Fall 1991

**Collaborative Partners:** City of Pontiac School District

Oakland University
School of Education and Human Services
Rochester, MI 48309-4401
(313) 370-4161
Contact: Richard Pipan, Assistant Professor of Education

**Affiliation:** Michigan Partnership for New Education

**Funding Sources:** Michigan Partnership for New Education (Pending); Pontiac Chamber of Commerce (Pending)

## Features

**College/School Collaboration**

- O college faculty teach school students
- O school faculty assist in planning preservice curriculum
- O school faculty assist in planning inservice curriculum
- O collaborative research involving school & college faculty

**Preservice Teachers Program**

- O mentor teachers for preservice teachers
- O clinical supervision of student teachers

**Beginning Teachers Program**

- O mentor teachers for beginning teachers
- O clinical supervision of beginning teachers

**Inservice Teachers Program**

- O practicing teachers involved in curriculum development
- O practicing teachers actively involved in decision making with regard to organizational/ structural changes within the school

**Multicultural Issues**

- O approximately 80-100% student enrollment from minority groups
- O approximately 0-19% teacher interns (preservice teachers) from minority groups

## Patrick Henry Professional Development School
## 2020 43rd Avenue North
## Minneapolis, Minnesota 55412
## (612) 627-2897

**Site Coordinator:** Linda Trevorrow
**Grade:** 9-12
**School Type:** Professional Practice School
**Starting Date:** September 1991

**Collaborative Partners:** Minnesota Public Schools

College of Education
University of Minnesota
178 Pillsbury Drive SE
203 Burton Hall
Minneapolis, MN 55455-0211
(612) 626-1671
Contact: Eugene Anderson

Minneapolis Federation of Teachers

American Federation of Teachers

### Features

**College/School Collaboration**

- O school faculty assist in planning preservice curriculum
- O collaborative research involving school & college faculty

**Preservice Teachers Program**

- O mentor teachers for preservice teachers
- O clinical supervision of student teachers
- O each preservice teacher assigned to more than one cooperating teacher

**Inservice Teachers Program**

- O on-site (school) courses for inservice teachers
- O experienced teachers designated as master teachers

**Multicultural Issues**

- O preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- O inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- O 60-79% student enrollment from minority groups
- O 0-19% teacher interns (preservice teachers) from minority groups

**Red Bridge Elementary School**
**10781 Oak**
**Kansas City, Missouri 64114**
**(816) 942-7821**

**Site Coordinator:** Debbie Lerner
**Grades:** K-6
**School Type:** Partnership School
**Starting Date:** September 1991

**Collaborative Partners:** Center School District

University of Missouri, Kansas City
School of Education
5100 Rockhill Road
Kansas City, MO 64110
(816) 235-2460
Contact: Susan Adler

**Funding Sources:** Center School District; University of Missouri, Kansas City

## Features

**College/School Collaboration**

- O college faculty teach school students*
- O school faculty assist in planning preservice curriculum
- O school faculty assist in planning inservice curriculum
- O collaborative research involving school & college faculty*

**Preservice Teachers Program**

- O mentor teachers for preservice teachers
- O clinical supervision of student teachers
- O preservice teachers involved in on-site research*

**Beginning Teachers Program**

- O beginning teacher induction program
- O mentor teachers for beginning teachers

*Planned

**Westwood Elementary School**
**2511 West 50th**
**Shawnee Mission, Kansas 66205**
**(816) 236-8140**

**Site Coordinator:** Karen Schauber
**Grades:** K-6
**School Type:** Partnership School
**Starting Date:** September 1991

**Collaborative Partners:** Shawnee Mission School District (Kansas)

University of Missouri, Kansas City
School of Education
5100 Rockhill Road
Kansas City, MO 64110
(816) 235-2460
Contact: Susan Adler

**Funding Sources:** Shawnee Mission School District; University of Missouri, Kansas City

## Features

**College/School Collaboration**
- ❍ school faculty hold joint school/college teaching appointments
- ❍ college faculty teach school students
- ❍ school faculty assist in planning preservice curriculum
- ❍ school faculty assist in planning inservice curriculum*
- ❍ collaborative research involving school & college faculty*

**Preservice Teachers Program**
- ❍ mentor teachers for preservice teachers
- ❍ clinical supervision of student teachers
- ❍ preservice teachers involved in on-site research*

**Beginning Teachers Program**
- ❍ beginning teacher induction program
- ❍ mentor teachers for beginning teachers

**Inservice Teachers Program**
- ❍ on-site (school) courses for inservice teachers*
- ❍ cooperating teacher training provided to practicing teachers*
- ❍ experienced teachers designated as master teachers
- ❍ mentor, master, and/or cooperating teachers have release-time
- ❍ practicing teachers involved in curriculum development
- ❍ inservice teachers involved in on-site research*

**Multicultural Issues**
- ❍ preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- ❍ approximately 0-19% student enrollment from minority groups
- ❍ approximately 0-19% teacher interns (preservice teachers) from minority groups

* Planned

**Wilkinson Early Childhood Center**
**7212 Arsenal**
**St. Louis, Missouri 63143**
**(314) 645-1202**

**Site Coordinator:** Florence Flieg
**Grades:** PreK-2
**School Type:** Professional Development School
**Starting Date:** August 1990

**Collaborative Partners:** St. Louis Public School District

Maryville University, Saint Louis
Education Division
13550 Conway Road
St. Louis, MO 63141
(314) 576-9487
Contact: Marty Henry, PDS Coordinator

**Funding Sources:** St. Louis Public School District; Monsanto Fund

## Features

**College/School Collaboration**

- O school faculty hold joint school/college teaching appointments
- O college faculty teach school students
- O school faculty assist in planning preservice curriculum
- O school faculty assist in planning inservice curriculum
- O collaborative research involving school & college faculty

**Preservice Teachers Program**

- O clinical supervision of student teachers
- O preservice teachers involved in on-site research

**Inservice Teachers Program**

- O on-site (school) courses for inservice teachers
- O cooperating teacher training provided to practicing teachers
- O experienced teachers designated as master teachers
- O practicing teachers involved in curriculum development
- O practicing teachers actively involved in decision making with regard to organizational/ structural changes within the school
- O inservice teachers involved in on-site research

**Multicultural Issues**

- O preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- O inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- O approximately 40-59% student enrollment from minority groups
- O approximately 0-19% teacher interns (preservice teachers) from minority groups

**Broadwater Elementary School**
**415 Broadwater Avenue**
**Billings, Montana 59101**
**(406) 255-3831**

**Site Coordinator:** Jim Strecker
**Grades:** K-6
**School Type:** Professional Development School
**Starting Date:** August 1991

**Collaborative Partners:** School Districts #2 (Billings) and # 26 (Lockwood); St. Charles Mission School (Private School)

Eastern Montana College
School of Education and Human Services
1500 North 30th
Billings, Montana 59101
(406) 657-2336
Contact: Judy E. Minier, Associate Dean

**Funding Sources:** Eastern Montana College

## Features

**College/School Collaboration**

- O school faculty hold joint school/college teaching appointments
- O college faculty teach school students
- O school faculty assist in planning preservice curriculum
- O school faculty assist in planning inservice curriculum
- O collaborative research involving school & college faculty

**Preservice Teachers Program**

- O on-site (school) courses for preservice teachers
- O mentor teachers for preservice teachers
- O clinical supervision of student teachers
- O each preservice teacher assigned to more than one cooperating teacher
- O preservice teachers involved in on-site research

**Beginning Teachers Program**

- O beginning teacher induction program
- O mentor teachers for beginning teachers
- O clinical supervision of beginning teachers

**Inservice Teachers Program**

- O on-site (school) courses for inservice teachers
- O cooperating teacher training provided to practicing teachers
- O mentor, master, and/or cooperating teachers have release-time
- O practicing teachers involved in curriculum development
- O practicing teachers actively involved in decision making with regard to organizational/ structural changes within the school

**Multicultural Issues**

- O preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- O approximately 0-19% student enrollment from minority groups
- O approximately 0-19% teacher interns (preservice teachers) from minority groups

**Lockwood Primary School**
**1932 U.S. Highway 87 East**
**Billings, Montana 59101**
**(406) 252-2776**

**Site Coordinator:** Mike Bowman
**Grades:** K-2
**School Type:** Professional Development School
**Starting Date:** August 1991

**Collaborative Partners:** School Districts #2 (Billings) and # 26 (Lockwood); St. Charles Mission School (Private School)

Eastern Montana College
School of Education and Human Services
1500 North 30th
Billings, Montana 59101
(406) 657-2336
Contact: Judy E. Minier, Associate Dean

**Funding Sources:** Eastern Montana College

## Features

**College/School Collaboration**

- O school faculty hold joint school/college teaching appointments
- O college faculty teach school students
- O school faculty assist in planning preservice curriculum
- O school faculty assist in planning inservice curriculum
- O collaborative research involving school & college faculty

**Preservice Teachers Program**

- O on-site (school) courses for preservice teachers
- O mentor teachers for preservice teachers
- O clinical supervision of student teachers
- O each preservice teacher assigned to more than one cooperating teacher
- O preservice teachers involved in on-site research

**Beginning Teachers Program**

- O beginning teacher induction program
- O mentor teachers for beginning teachers
- O clinical supervision of beginning teachers

**Inservice Teachers Program**

- O on-site (school) courses for inservice teachers
- O cooperating teacher training provided to practicing teachers
- O mentor, master, and/or cooperating teachers have release-time
- O practicing teachers involved in curriculum development
- O practicing teachers actively involved in decision making with regard to organizational/ structural changes within the school

**Multicultural Issues**

- O preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- O approximately 0-19% student enrollment from minority groups
- O approximately 0-19% teacher interns (preservice teachers) from minority groups

**Riverside Middle School**
**3700 Madison**
**Billings, Montana 59101**
**(406) 255-3740**

**Site Coordinator:** Harold Olson
**Grades:** 7-8
**School Type:** Professional Development School
**Starting Date:** August 1991

**Collaborative Partners:** School Districts #2 (Billings) and # 26 (Lockwood); St. Charles Mission School (Private School)

Eastern Montana College
School of Education and Human Services
1500 North 30th
Billings, Montana 59101
(406) 657-2336
Contact: Judy E. Minier, Associate Dean

**Funding Sources:** Eastern Montana College

## Features

**College/School Collaboration**

- O school faculty hold joint school/college teaching appointments
- O college faculty teach school students
- O school faculty assist in planning preservice curriculum
- O school faculty assist in planning inservice curriculum
- O collaborative research involving school & college faculty

**Preservice Teachers Program**

- O on-site (school) courses for preservice teachers
- O mentor teachers for preservice teachers
- O clinical supervision of student teachers
- O each preservice teacher assigned to more than one cooperating teacher
- O preservice teachers involved in on-site research

**Beginning Teachers Program**

- O beginning teacher induction program
- O mentor teachers for beginning teachers
- O clinical supervision of beginning teachers

**Inservice Teachers Program**

- O on-site (school) courses for inservice teachers
- O cooperating teacher training provided to practicing teachers
- O mentor, master, and/or cooperating teachers have release-time
- O practicing teachers involved in curriculum development
- O practicing teachers actively involved in decision making with regard to organizational/ structural changes within the school

**Multicultural Issues**

- O preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- O approximately 0-19% student enrollment from minority groups
- O approximately 0-19% teacher interns (preservice teachers) from minority groups

## St. Charles Mission School
## P.O. Box 29
## Pryor, Montana 59066
## (406) 259-9976

**Site Coordinator:** Larry Cunningham
**Grades:** K-8
**School Type:** Professional Development School
**Starting Date:** August 1991

**Collaborative Partners:** School Districts #2 (Billings) and # 26 (Lockwood); St. Charles Mission School (Private School)

Eastern Montana College
School of Education and Human Services
1500 North 30th
Billings, Montana 59101
(406) 657-2336
Contact: Judy E. Minier, Associate Dean

**Funding Sources:** Eastern Montana College

### Features

**College/School Collaboration**
- O school faculty hold joint school/college teaching appointments
- O college faculty teach school students
- O school faculty assist in planning preservice curriculum
- O school faculty assist in planning inservice curriculum
- O collaborative research involving school & college faculty

**Preservice Teachers Program**
- O on-site (school) courses for preservice teachers
- O mentor teachers for preservice teachers
- O clinical supervision of student teachers
- O each preservice teacher assigned to more than one cooperating teacher
- O preservice teachers involved in on-site research

**Beginning Teachers Program**
- O beginning teacher induction program
- O mentor teachers for beginning teachers
- O clinical supervision of beginning teachers

**Inservice Teachers Program**
- O on-site (school) courses for inservice teachers
- O cooperating teacher training provided to practicing teachers
- O mentor, master, and/or cooperating teachers have release-time
- O practicing teachers involved in curriculum development
- O practicing teachers actively involved in decision making with regard to organizational/ structural changes within the school

**Multicultural Issues**
- O preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- O approximately 0-19% student enrollment from minority groups
- O approximately 0-19% teacher interns (preservice teachers) from minority groups

## Douglass Middle School-Discovery Magnet Cluster
**940 Fernwood Park**
**Rochester, New York 14609**
**(716) 482-2000**

**Site Coordinator:** Donna Gattalaro
**Grades:** 6-8
**School Type:** Professional Practice School
**Starting Date:** September 1989

**Collaborative Partners:** Rochester City School District
131 West Broad Street
Rochester, NY 14614
(716) 262-8283
Contact: Ruth Danis

University of Rochester
State University of New York, Brockport
Nazareth College of Rochester

Rochester Teachers Association

**Affiliation:** Ford Foundation Clinical Schools Project; American Federation of Teachers

**Funding Sources:** Ford Foundation; American Federation of Teachers/EXXON Education Foundation; Rochester City School District; University of Rochester; State University of New York, Brockport; Nazareth College of Rochester

### Features

**College/School Collaboration**
- O school faculty assist in planning inservice curriculum

**Preservice Teachers Program**
- O on-site (school) courses for preservice teachers
- O clinical supervision of student teachers

**Beginning Teachers Program**
- O beginning teacher induction program
- O mentor teachers for beginning teachers

**Inservice Teachers Program**
- O experienced teachers designated as master teachers
- O mentor, master, and/or cooperating teachers have reduced course load
- O mentor, master, and/or cooperating teachers have release-time
- O practicing teachers involved in curriculum development
- O practicing teachers actively involved in decision making with regard to organizational/structural changes within the school

**Multicultural Issues**
- O preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- O inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- O approximately 60-79% student enrollment from minority groups
- O approximately 20-39% teacher interns (preservice teachers) from minority groups

## I.S. 44
## 100 West 77th Street
## New York, New York 10024
## (212) 678-2817

**Site Coordinator:** Frank Schwartz
**Grades:** 6-8
**School Type:** Professional Development School
**Starting Date:** September 1, 1988

**Collaborative Partners:** New York City Community School District #3

Teachers College
Columbia University
Box 155
525 West 120th Street
New York, NY 10027
(212) 678-3166
Contact Edward Quinn

United Federation of Teachers (American Federation of Teachers)

**Affiliation:** Ford Foundation Clinical Schools Project

**Funding Sources:** Ford Foundation; Lawrence Wien Foundation; Uris Brothers Foundation; Aaron Diamond Foundation

### Features

**College/School Collaboration**
- O school faculty hold joint school/college teaching appointments
- O school faculty assist in planning preservice curriculum
- O school faculty assist in planning inservice curriculum
- O collaborative research involving school & college faculty

**Preservice Teachers Program**
- O on-site (school) courses for preservice teachers
- O mentor teachers for preservice teachers
- O clinical supervision of student teachers

**Inservice Teachers Program**
- O experienced teachers designated as master teachers
- O mentor, master, and/or cooperating teachers have release-time
- O practicing teachers involved in curriculum development
- O practicing teachers actively involved in decision making with regard to organizational/structural changes within the school
- O inservice teachers involved in on-site research

**Multicultural Issues**
- O preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- O inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- O approximately 80-100% student enrollment from minority groups
- O approximately 80-100% teacher interns (preservice teachers) from minority groups

**John Marshall High School**
**180 Ridgeway Avenue**
**Rochester, New York 14615**
**(716) 458-2110**

**Site Coordinator:** Warren Loeffler
**Grades:** 9-12
**School Type:** Professional Practice School
**Starting Date:** September 1989

**Collaborative Partners:** Rochester City School District
131 West Broad Street
Rochester, NY 14614
(716) 262-8283
Contact: Ruth Danis

University of Rochester
State University of New York, Brockport
Nazareth College of Rochester

Rochester Teachers Association

**Affiliation:** Ford Foundation Clinical Schools Project; American Federation of Teachers

**Funding Sources:** Ford Foundation; American Federation of Teachers/EXXON Education Foundation; Rochester City School District; University of Rochester; State University of New York, Brockport; Nazareth College of Rochester

**Features**

**College/School Collaboration**
- O school faculty hold joint school/college teaching appointments
- O collaborative research involving school & college faculty

**Preservice Teachers Program**
- O on-site (school) courses for student teachers
- O clinical supervision of student teachers
- O each preservice teacher assigned to more than one cooperating teacher
- O preservice teachers involved in on-site research

**Beginning Teachers Program**
- O beginning teacher induction program
- O mentor teachers for beginning teachers

**Inservice Teachers Program**
- O experienced teachers designated as lead teachers
- O mentor, master, and/or cooperating teachers have reduced course load
- O mentor, master, and/or cooperating teachers have release-time
- O practicing teachers involved in curriculum development
- O practicing teachers actively involved in decision making with regard to organizational/ structural changes within the school
- O inservice teachers involved in on-site research

**Multicultural Issues**
- O preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- O inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- O approximately 60-79% student enrollment from minority groups
- O approximately 0-19% teacher interns (preservice teachers) from minority groups

**John Williams Elementary School**
**555 Plymouth Avenue North**
**Rochester, New York 14608**
**(716) 325-2255**

**Site Coordinator:** Ron Skuse
**Grades:** K-6
**School Type:** Professional Practice School
**Starting Date:** September 1989

**Collaborative Partners:** Rochester City School District
131 West Broad Street
Rochester, NY 14614
(716) 262-8283
Contact: Ruth Danis

University of Rochester
State University of New York, Brockport
Nazareth College of Rochester

Rochester Teachers Association

**Affiliation:** Ford Foundation Clinical Schools Project; American Federation of Teachers

**Funding Sources:** Ford Foundation; American Federation of Teachers/EXXON Education Foundation; Rochester City School District; University of Rochester; State University of New York, Brockport; Nazareth College of Rochester

## Features

**College/School Collaboration**
- O school faculty assist in planning inservice curriculum
- O collaborative research involving school & college faculty

**Preservice Teachers Program**
- O clinical supervision of student teachers
- O each preservice teacher assigned to more than one cooperating teacher

**Beginning Teachers Program**
- O beginning teacher induction program
- O mentor teachers for beginning teachers

**Inservice Teachers Program**
- O experienced teachers designated as lead teachers
- O mentor, master, and/or cooperating teachers have reduced course load
- O mentor, master, and/or cooperating teachers have release-time
- O practicing teachers actively involved in decision making with regard to organizational/structural changes within the school

**Multicultural Issues**
- O preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- O approximately 60-79% student enrollment from minority groups
- O approximately 0-19% teacher interns (preservice teachers) from minority groups

**P.S. 87**
**160 West 78th Street**
**New York, New York 10024**
**(212) 678-2828**

**Site Coordinator:** Tom Andrews
**Grades:** K-5
**School Type:** Professional Development School
**Starting Date:** September 1, 1988

**Collaborative Partners:** New York City Community School District #3

Teachers College
Columbia University
Box 155
525 West 120th Street
New York, NY 10027
(212) 678-3166
Contact: Edward Quinn

United Federation of Teachers (American Federation of Teachers)

**Affiliation:** Ford Foundation Clinical Schools Project

**Funding Sources:** Ford Foundation; Lawrence Wien Foundation; Uris Brothers Foundation; Aaron Diamond Foundation

## Features

**College/School Collaboration**
- O school faculty hold joint school/college teaching appointments
- O school faculty assist in planning preservice curriculum
- O collaborative research involving school & college faculty

**Preservice Teachers Program**
- O on-site (school) courses for preservice teachers
- O mentor teachers for preservice teachers
- O clinical supervision of student teachers
- O each preservice teacher assigned to more than one cooperating teacher

**Beginning Teachers Program**
- O beginning teacher induction program
- O mentor teachers for beginning teachers

**Inservice Teachers Program**
- O on-site (school) courses for inservice teachers
- O experienced teachers designated as master teachers
- O mentor, master, and/or cooperating teachers have release-time
- O practicing teachers involved in curriculum development
- O practicing teachers actively involved in decision making with regard to organizational/structural changes within the school
- O inservice teachers involved in on-site research

**Multicultural Issues**
- O preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- O inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- O approximately 40-59% student enrollment from minority groups
- O approximately 0-19% teacher interns (preservice teachers) from minority groups

**Archer Elementary School**
**2610 Four Seasons Boulevard**
**Greensboro, North Carolina 27407**
**(919) 294-7335**

**Site Coordinator:** Janice Guenther
**Grades:** K-5
**School Type:** Professional Development School
**Starting Date:** August 1991

**Collaborative Partners:** Greensboro City Schools; Guilford County Schools; High Point City Schools; Winston Salem/Forsyth County Schools

School of Education
University of North Carolina, Greensboro
336 Curry Building
Greensboro, North Carolina 27412-5001
(919) 334-5100
Contact: John E. Readence

## Features

**College/School Collaboration**

- O school faculty hold joint school/college teaching appointments
- O college faculty teach school students
- O school faculty assist in planning preservice curriculum
- O school faculty assist in planning inservice curriculum
- O collaborative research involving school & college faculty

**Preservice Teachers Program**

- O on-site (school) courses for preservice teachers
- O mentor teachers for preservice teachers
- O clinical supervision of student teachers
- O each preservice teacher assigned to more than one cooperating teacher
- O preservice teachers involved in on-site research

**Multicultural Issues**

- O preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- O inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- O approximately 20-39% student enrollment from minority groups
- O approximately 0-19% teacher interns (preservice teachers) from minority groups

**Guilford Middle School**
**401 College Road**
**Greensboro, North Carolina 27410**
**(919) 299-5211**

**Site Coordinators:** Beverly Smithson (Grades 3-5); Helen Stone (Grades 6-8)
**Grades:** 3-8
**School Type:** Professional Development School
**Starting Date:** August 1991

**Collaborative Partners:** Greensboro City Schools; Guilford County Schools; High Point City Schools; Winston Salem/Forsyth County Schools

School of Education
University of North Carolina, Greensboro
336 Curry Building
Greensboro, North Carolina 27412-5001
(919) 334-5100
Contact: John E. Readence

## Features

**College/School Collaboration**

- O school faculty hold joint school/college teaching appointments
- O college faculty teach school students
- O school faculty assist in planning preservice curriculum
- O school faculty assist in planning inservice curriculum
- O collaborative research involving school & college faculty

**Preservice Teachers Program**

- O on-site (school) courses for preservice teachers
- O mentor teachers for preservice teachers
- O clinical supervision of student teachers
- O each preservice teacher assigned to more than one cooperating teacher
- O preservice teachers involved in on-site research

**Multicultural Issues**

- O preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- O inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- O approximately 20-39% student enrollment from minority groups
- O approximately 0-19% teacher interns (preservice teachers) from minority groups

**Guilford Primary School**
**411 Friendway Road**
**Greensboro, North Carolina 27410**
**(919) 294-0319**

**Site Coordinator:** Sue Johnson Wrenn
**Grades:** K-2
**School Type:** Professional Development School
**Starting Date:** August 1991

**Collaborative Partners:** Greensboro City Schools; Guilford County Schools; High Point City Schools; Winston Salem/Forsyth County Schools

School of Education
University of North Carolina, Greensboro
336 Curry Building
Greensboro, North Carolina 27412-5001
(919) 334-5100
Contact: John E. Readence

## Features

**College/School Collaboration**

- O school faculty hold joint school/college teaching appointments
- O college faculty teach school students
- O school faculty assist in planning preservice curriculum
- O school faculty assist in planning inservice curriculum
- O collaborative research involving school & college faculty

**Preservice Teachers Program**

- O on-site (school) courses for preservice teachers
- O mentor teachers for preservice teachers
- O clinical supervision of student teachers
- O each preservice teacher assigned to more than one cooperating teacher
- O preservice teachers involved in on-site research

**Multicultural Issues**

- O preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- O inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- O approximately 20-39% student enrollment from minority groups
- O approximately 0-19% teacher interns (preservice teachers) from minority groups

**Kernersville Elementary School**
**512 West Mountain Street**
**Kernersville, North Carolina 27284**
**(919) 996-1080**

**Site Coordinator:** Deborah P. McMillan
**Grades:** K-5
**School Type:** Professional Development School
**Starting Date:** August 1991

**Collaborative Partners:** Greensboro City Schools; Guilford County Schools; High Point City Schools; Winston Salem/Forsyth County Schools

School of Education
University of North Carolina, Greensboro
336 Curry Building
Greensboro, North Carolina 27412-5001
(919) 334-5100
Contact: John E. Readence

## Features

**College/School Collaboration**

- O school faculty hold joint school/college teaching appointments
- O college faculty teach school students
- O school faculty assist in planning preservice curriculum
- O school faculty assist in planning inservice curriculum
- O collaborative research involving school & college faculty

**Preservice Teachers Program**

- O on-site (school) courses for preservice teachers
- O mentor teachers for preservice teachers
- O clinical supervision of student teachers
- O each preservice teacher assigned to more than one cooperating teacher
- O preservice teachers involved in on-site research

**Multicultural Issues**

- O preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- O inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- O approximately 20-39% student enrollment from minority groups
- O approximately 0-19% teacher interns (preservice teachers) from minority groups

**Kiser Middle School**
**616 Benjamin Parkway**
**Greensboro, North Carolina 27408**
**(919) 370-8240**

**Site Coordinator:** Rebecca A. Stevens
**Grades:** 6-8
**School Type:** Professional Development School
**Starting Date:** August 1991

**Collaborative Partners:** Greensboro City Schools; Guilford County Schools; High Point City Schools; Winston Salem/Forsyth County Schools

School of Education
University of North Carolina, Greensboro
336 Curry Building
Greensboro, North Carolina 27412-5001
(919) 334-5100
Contact: John E. Readence

## Features

**College/School Collaboration**

- O school faculty hold joint school/college teaching appointments
- O college faculty teach school students
- O school faculty assist in planning preservice curriculum
- O school faculty assist in planning inservice curriculum
- O collaborative research involving school & college faculty

**Preservice Teachers Program**

- O on-site (school) courses for preservice teachers
- O mentor teachers for preservice teachers
- O clinical supervision of student teachers
- O each preservice teacher assigned to more than one cooperating teacher
- O preservice teachers involved in on-site research

**Multicultural Issues**

- O preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- O inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- O approximately 20-39% student enrollment from minority groups
- O approximately 0-19% teacher interns (preservice teachers) from minority groups

**Oak View Elementary School**
**614 Oak View Road**
**High Point, North Carolina 26275**
**(919) 841-6334**

**Site Coordinator:** Kerry Terry
**Grades:** K-5
**School Type:** Professional Development School
**Starting Date:** August 1991

**Collaborative Partners:** Greensboro City Schools; Guilford County Schools; High Point City Schools; Winston Salem/Forsyth County Schools

School of Education
University of North Carolina, Greensboro
336 Curry Building
Greensboro, North Carolina 27412-5001
(919) 334-5100
Contact: John E. Readence

## Features

**College/School Collaboration**

- O school faculty hold joint school/college teaching appointments
- O college faculty teach school students
- O school faculty assist in planning preservice curriculum
- O school faculty assist in planning inservice curriculum
- O collaborative research involving school & college faculty

**Preservice Teachers Program**

- O on-site (school) courses for preservice teachers
- O mentor teachers for preservice teachers
- O clinical supervision of student teachers
- O each preservice teacher assigned to more than one cooperating teacher
- O preservice teachers involved in on-site research

**Multicultural Issues**

- O preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- O inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- O approximately 20-39% student enrollment from minority groups
- O approximately 0-19% teacher interns (preservice teachers) from minority groups

**Rankin Elementary School**
**3301 Summit Avenue**
**Greensboro, North Carolina 27408**
**(919) 621-4747**

**Site Coordinator:** Trilby Ball
**Grades:** 3-5
**School Type:** Professional Development School
**Starting Date:** August 1991

**Collaborative Partners:** Greensboro City Schools; Guilford County Schools; High Point City Schools; Winston Salem/Forsyth County Schools

School of Education
University of North Carolina, Greensboro
336 Curry Building
Greensboro, North Carolina 27412-5001
(919) 334-5100
Contact: John E. Readence

## Features

**College/School Collaboration**

- ○ school faculty hold joint school/college teaching appointments
- ○ college faculty teach school students
- ○ school faculty assist in planning preservice curriculum
- ○ school faculty assist in planning inservice curriculum
- ○ collaborative research involving school & college faculty

**Preservice Teachers Program**

- ○ on-site (school) courses for preservice teachers
- ○ mentor teachers for preservice teachers
- ○ clinical supervision of student teachers
- ○ each preservice teacher assigned to more than one cooperating teacher
- ○ preservice teachers involved in on-site research

**Multicultural Issues**

- ○ preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- ○ inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- ○ approximately 20-39% student enrollment from minority groups
- ○ approximately 0-19% teacher interns (preservice teachers) from minority groups

**Lake Agassiz Elementary School**
**Stanford Road and 6th Avenue North**
**Grand Forks, North Dakota 58202**
**(701) 746-2275**

**Site Coordinator:** Sharon Gates
**Grades:** K-6
**School Type:** Professional Development School
**Starting Date:** September 1, 1991

**Collaborative Partners:** Grand Forks Public Schools

Center for Teaching and Learning
University of North Dakota
Box 8158 University Station
Grand Forks, ND 58202
(701) 777-2674
Contact: Mary M. Harris, Dean

**Funding Sources:** University of North Dakota Alumni Association; Grand Forks Public Schools; Holmes Midwest

## Features

**College/School Collaboration**

- ○ college faculty teach school students
- ○ school faculty assist in planning preservice curriculum
- ○ school faculty assist in planning inservice curriculum
- ○ collaborative research involving school & college faculty

**Preservice Teachers Program**

- ○ on-site courses for preservice teachers
- ○ mentor teachers for preservice teachers
- ○ clinical supervision of student teachers
- ○ each preservice teacher assigned to more than one cooperating teacher
- ○ preservice teachers involved in on-site research

**Inservice Teachers Program**

- ○ cooperating teacher training provided to practicing teachers
- ○ practicing teachers involved in curriculum development
- ○ practicing teachers actively involved in decision making with regard to organizational/ structural changes within the school
- ○ inservice teachers involved in on-site research

**Multicultural Issues**

- ○ 0-19% student enrollment from minority groups
- ○ 0-19% teacher interns (preservice teachers) from minority groups

**Danville Elementary School**
**401 East Front Street**
**Danville, Pennsylvania 17821**
**(717) 275-7570**

**Site Coordinator:** Shelly Crawford, Principal
**Grades:** K-6
**School Type:** Professional Development School
**Starting Date:** September 1991

**Collaborative Partners:** Danville Area School District

Bloomsburg University
School of Education
3102 McCormick Center for Human Services
Bloomsburg, PA 17815
(717) 389-4073
Contact: Ann L. Lee, Assistant Dean

**Funding Sources:** Pennsylvania Department of Education, Bureau of Special Education "Higher Education Initiatives Program"

## Features

**College/School Collaboration**

- O school faculty hold joint school/college teaching appointments
- O school faculty assist in planning preservice curriculum
- O school faculty assist in planning inservice curriculum
- O collaborative research involving school & college faculty

**Preservice Teachers Program**

- O on-site (school) courses for preservice teachers
- O mentor teachers for preservice teachers
- O clinical supervision of student teachers
- O each preservice teacher assigned to more than one cooperating teacher
- O preservice teachers involved in on-site research

**Inservice Teachers Program**

- O mentor, master, and/or cooperating teachers have release-time
- O practicing teachers involved in curriculum development
- O practicing teachers actively involved in decision making with regard to organizational/ structural changes within the school
- O inservice teachers involved in on-site research

**Multicultural Issues**

- O approximately 0-19% student enrollment from minority groups
- O approximately 0-19% teacher interns (preservice teachers) from minority groups

**A.C. Flora High School**
**One Falcon Drive**
**Columbia, South Carolina 29204**
**(803) 738-7300**

**Site Coordinator:** Tom Hardin
**Grades:** 9-12
**School Type:** Professional Development School
**Starting Date:** 1990

**Collaborative Partners:** Richland District I; Richland District II; Lexington District V

University of South Carolina
College of Education
Columbia, SC 29208
(803) 777-3074
Contact: Paul N. Dixon

**Funding Sources:** Cities-in-Schools (partial funding)

## Features

**Preservice Teachers Program**

- O clinical supervision of student teachers

**Beginning Teachers Program**

- O beginning teacher induction program
- O mentor teachers for beginning teachers
- O clinical supervision of beginning teachers

**Inservice Teachers Program**

- O on-site (school) courses for inservice teachers
- O cooperating teacher training provided to practicing teachers
- O practicing teachers actively involved in decision making with regard to organizational/ structural changes within the school

**Multicultural Issues**

- O approximately 40-59% student enrollment from minority groups
- O approximately 0-19% teacher interns (preservice teachers) from minority groups

**Campus R/Irmo Middle School**
**6051 Wescott Road**
**Columbia, South Carolina 29212**
**(803) 732-8200**

**Site Coordinator:** Phyllis W. Pendarvis, Principal
**Grades:** 7-9
**School Type:** Professional Development School
**Starting Date:** 1990

**Collaborative Partners** Richland District I; Richland District II; Lexington District V

University of South Carolina
College of Education
Columbia, SC 29208
(803) 777-3074
Contact: Paul N. Dixon

**Funding Sources:** Cities-in-Schools (partial funding)

## Features

**College/School Collaboration**

- O school faculty assist in planning preservice curriculum
- O school faculty assist in planning inservice curriculum
- O collaborative research involving school & college faculty

**Preservice Teachers Program**

- O mentor teachers for preservice teachers
- O clinical supervision of student teachers
- O preservice teachers involved in on-site research

**Beginning Teachers Program**

- O beginning teacher induction program
- O mentor teachers for beginning teachers

**Inservice Teachers Program**

- O on-site (school) courses for inservice teachers
- O cooperating teacher training provided to practicing teachers
- O practicing teachers involved in curriculum development
- O practicing teachers actively involved in decision making with regard to organizational/ structural changes within the school
- O inservice teachers involved in on-site research

**Multicultural Issues**

- O preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- O inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- O approximately 0-19% student enrollment from minority groups
- O approximately 0-19% teacher interns (preservice teachers) from minority groups

**Crayton Middle School**
**5000 Clemson Avenue**
**Columbia, South Carolina 29206**
**(803) 738-7224**

**Site Coordinator:** Ellen H. Cooper
**Grades:** 6-8
**School Type:** Professional Development School Planning Site
**Starting Date:** 1990

**Collaborative Partners:** Richland District I; Richland District II; Lexington District V

University of South Carolina
College of Education
Columbia, SC 29208
(803) 777-3074
Contact: Paul N. Dixon

**Funding Sources:** Cities-in-Schools (partial funding)

## Features

**Preservice Teachers Program**

- O on-site (school) courses for preservice teachers
- O mentor teachers for preservice teachers
- O clinical supervision of student teachers

**Beginning Teachers Program**

- O mentor teachers for beginning teachers

**Inservice Teachers Program**

- O cooperating teacher training provided to practicing teachers

**Multicultural Issues**

- O preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- O approximately 40-59% student enrollment from minority groups
- O approximately 0-19% teacher interns (preservice teachers) from minority groups

**Fort Jackson Elementary School**
**5900 Chesnut Road**
**Columbia, South Carolina 29206**
**(803) 787-6815**

**Site Coordinator:** Rick Tanner
**Grades:** K-6
**School Type:** Professional Development School
**Starting Date:** 1990

**Collaborative Partners:** Richland District I; Richland District II; Lexington District V

University of South Carolina
College of Education
Columbia, SC 29208
(803) 777-3074
Contact: Paul N. Dixon

**Funding Sources:** Cities-in-Schools (partial funding)

## Features

**College/School Collaboration**

- O school faculty assist in planning inservice curriculum
- O collaborative research involving school & college faculty

**Preservice Teachers Program**

- O on-site (school) courses for preservice teachers
- O mentor teachers for preservice teachers
- O clinical supervision of student teachers

**Beginning Teachers Program**

- O mentor teachers for beginning teachers
- O clinical supervision of beginning teachers

**Inservice Teachers Program**

- O on-site (school) courses for inservice teachers
- O experienced teachers designated as master teachers
- O mentor, master, and/or cooperating teachers have reduced course load
- O mentor, master, and/or cooperating teachers have release-time
- O practicing teachers involved in curriculum development
- O practicing teachers actively involved in decision making with regard to organizational/ structural changes within the school
- O inservice teachers involved in on-site research

**Multicultural Issues**

- O preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- O inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- O approximately 60-79% student enrollment from minority groups
- O approximately 40-59% teacher interns (preservice teachers) from minority groups

**Hood Street School**
**5615 Hood Street**
**Columbia, South Carolina 29206**
**(803) 787-8266**

**Site Coordinator:** Carol George
**Grades:** 2-3
**School Type:** Professional Development School
**Starting Date:** 1990

**Collaborative Partners:** Richland District I; Richland District II; Lexington District V

University of South Carolina
College of Education
Columbia, SC 29208
(803) 777-3074
Contact: Paul N. Dixon

**Funding Sources:** Cities-in-Schools (partial funding)

**Features**

**College/School Collaboration**
- O school faculty hold joint school/college teaching appointments
- O school faculty assist in planning preservice curriculum
- O school faculty assist in planning inservice curriculum

**Preservice Teachers Program**
- O mentor teachers for preservice teachers
- O clinical supervision of student teachers

**Beginning Teachers Program**
- O clinical supervision of beginning teachers

**Inservice Teachers Program**
- O cooperating teacher training provided to practicing teachers
- O mentor, master, and/or cooperating teachers have reduced course load

**Multicultural Issues**
- O preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- O approximately 60-79% student enrollment from minority groups
- O approximately 20-39% teacher interns (preservice teachers) from minority groups

**Horrell Hill Elementary School**
**517 Horrell Hill Road**
**Hopkins, South Carolina**
**(803) 783-5545**

**Site Coordinator:** Parthenia Satterwhite
**Grades:** K-6
**School Type:** Professional Development School Planning Site
**Starting Date:** 1990

**Collaborative Partners:** Richland District I; Richland District II; Lexington District V

University of South Carolina
College of Education
Columbia, SC 29208
(803) 777-3074
Contact: Paul N. Dixon

**Funding Sources:** Cities-in-Schools (partial funding)

**Features**

**College/School Collaboration**

- O school faculty assist in planning preservice curriculum
- O school faculty assist in planning inservice curriculum
- O collaborative research involving school & college faculty

**Preservice Teachers Program**

- O mentor teachers for preservice teachers
- O clinical supervision of student teachers
- O preservice teachers involved in on-site research

**Inservice Teachers Program**

- O on-site (school) courses for inservice teachers
- O cooperating teacher training provided to practicing teachers
- O practicing teachers involved in curriculum development
- O practicing teachers actively involved in decision making with regard to organizational/ structural changes within the school
- O inservice teachers involved in on-site research

**Multicultural Issues**

- O preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- O inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- O approximately 20-39% student enrollment from minority groups
- O approximately 0-19% teacher interns (preservice teachers) from minority groups

**Hyatt Park School**
**4200 Main Street**
**Columbia, South Carolina 29203**
**(803) 735-3421**

**Site Coordinator:** Eugene George, Principal
**Grades:** K-6
**School Type:** Professional Development School Planning Site
**Starting Date:** 1990

**Collaborative Partners:** Richland District I; Richland District II; Lexington District V

University of South Carolina
College of Education
Columbia, SC 29208
(803) 777-3074
Contact: Paul N. Dixon

**Funding Sources:** Cities-in-Schools (partial funding)

## Features

**College/School Collaboration**

- O college faculty teach school students
- O school faculty assist in planning preservice curriculum
- O school faculty assist in planning inservice curriculum
- O collaborative research involving school & college faculty

**Preservice Teachers Program**

- O on-site (school) courses for preservice teachers
- O mentor teachers for preservice teachers
- O clinical supervision of student teachers

**Beginning Teachers Program**

- O mentor teachers for beginning teachers
- O clinical supervision of beginning teachers

**Inservice Teachers Program**

- O cooperating teacher training provided to practicing teachers
- O mentor, master, and/or cooperating teachers have release-time
- O practicing teachers involved in curriculum development
- O practicing teachers actively involved in decision making with regard to organizational/ structural changes within the school

**Multicultural Issues**

- O preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- O inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- O approximately 80-100% student enrollment from minority groups
- O approximately 0-19% teacher interns (preservice teachers) from minority groups

**Lonnie B. Nelson Elementary School**
**225 North Brickyard Road**
**Columbia, South Carolina 29016**
**(803) 736-8730**

**Site Coordinator:** Sarah Nelson
**Grades:** K-5
**School Type:** Professional Development School Planning Site
**Starting Date:** 1990

**Collaborative Partners:** Richland District I; Richland District II; Lexington District V

University of South Carolina
College of Education
Columbia, SC 29208
(803) 777-3074
Contact: Paul N. Dixon

**Funding Sources:** Cities-in-Schools (partial funding)

**Features**

**College/School Collaboration**

- O school faculty hold joint school/college teaching appointments
- O college faculty teach school students
- O school faculty assist in planning preservice curriculum
- O school faculty assist in planning inservice curriculum
- O collaborative research involving school & college faculty

**Preservice Teachers Program**

- O mentor teachers for preservice teachers
- O clinical supervision of student teachers
- O preservice teachers involved in on-site research

**Beginning Teachers Program**

- O beginning teacher induction program
- O mentor teachers for beginning teachers
- O clinical supervision of beginning teachers

**Inservice Teachers Program**

- O cooperating teacher training provided to practicing teachers
- O experienced teachers designated as master teachers
- O mentor, master, and/or cooperating teachers have release-time
- O practicing teachers involved in curriculum development
- O inservice teachers involved in on-site research

**Multicultural Issues**

- O preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- O inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- O approximately 20-39% student enrollment from minority groups
- O approximately 0-19% teacher interns (preservice teachers) from minority groups

**Pierce Terrace School**
**5715 Adams Court**
**Columbia, South Carolina 29206**
**(803) 782-1772**

**Site Coordinator:** Philip Booth
**Grades:** PreK-1
**School Type:** Professional Development School Planning Site
**Starting Date:** 1990

**Collaborative Partners:** Richland District I; Richland District II; Lexington District V

University of South Carolina
College of Education
Columbia, SC 29208
(803) 777-3074
Contact: Paul N. Dixon

**Funding Sources:** Cities-in-Schools (partial funding)

## Features

**College/School Collaboration**

- O school faculty assist in planning preservice curriculum
- O school faculty assist in planning inservice curriculum

**Preservice Teachers Program**

- O mentor teachers for preservice teachers
- O clinical supervision of student teachers
- O each preservice teacher assigned to more than one cooperating teacher
- O preservice teachers involved in on-site research

**Beginning Teachers Program**

- O beginning teacher induction program
- O mentor teachers for beginning teachers
- O clinical supervision of beginning teachers

**Inservice Teachers Program**

- O on-site (school) courses for inservice teachers
- O cooperating teacher training provided to practicing teachers
- O experienced teachers designated as master teachers
- O practicing teachers involved in curriculum development
- O practicing teachers actively involved in decision making with regard to organizational/ structural changes within the school
- O inservice teachers involved in on-site research

**Multicultural Issues**

- O approximately 60-79% student enrollment from minority groups
- O approximately 40-59% teacher interns (preservice teachers) from minority groups

**Pontiac Elementary School**
**500 Spears Creek Church Road**
**Elgin, South Carolina 29045**
**(803) 699-2700**

**Site Coordinator:** Richard Inabinet
**Grades:** K-6
**School Type:** Professional Development School Planning Site
**Starting Date:** 1990

**Collaborative Partners:** Richland District I; Richland District II; Lexington District V

University of South Carolina
College of Education
Columbia, SC 29208
(803) 777-3074
Contact: Paul N. Dixon

**Funding Sources:** Cities-in-Schools (partial funding)

**Features**

**College/School Collaboration**

- O school faculty assist in planning preservice curriculum
- O school faculty assist in planning inservice curriculum
- O collaborative research involving school & college faculty

**Preservice Teachers Program**

- O mentor teachers for preservice teachers
- O clinical supervision of student teachers
- O preservice teachers involved in on-site research

**Inservice Teachers Program**

- O on-site (school) courses for inservice teachers
- O practicing teachers involved in curriculum development
- O practicing teachers actively involved in decision making with regard to organizational/ structural changes within the school

**Multicultural Issues**

- O preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- O inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- O approximately 20-39% student enrollment from minority groups
- O approximately 0-19% teacher interns (preservice teachers) from minority groups

**Summit Parkway Middle School**
**200 Summit Parkway**
**Columbia, South Carolina 29223**
**(803) 699-3580**

**Site Coordinator:** Sandra Bloodworth
**Grades:** 6-8
**School Type:** Professional Development School Planning Site
**Starting Date:** 1990

**Collaborative Partners:** Richland District I; Richland District II; Lexington District V

University of South Carolina
College of Education
Columbia, SC 29208
(803) 777-3074
Contact: Paul N. Dixon

**Funding Sources:** Cities-in-Schools (partial funding)

## Features

**College/School Collaboration**

- O college faculty teach school students
- O school faculty assist in planning preservice curriculum
- O school faculty assist in planning inservice curriculum

**Preservice Teachers Program**

- O on-site (school) courses for preservice teachers
- O mentor teachers for preservice teachers
- O clinical supervision of student teachers

**Beginning Teachers Program**

- O beginning teacher induction program
- O mentor teachers for beginning teachers
- O clinical supervision of beginning teachers

**Inservice Teachers Program**

- O on-site (school) courses for inservice teachers
- O inservice teachers involved in on-site research

**Multicultural Issues**

- O preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- O inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- O approximately 20-39% student enrollment from minority groups
- O approximately 0-19% teacher interns (preservice teachers) from minority groups

**Houston Teaching Academy**
**1101 Taft**
**Houston, Texas 77019**
**(713) 529-1186**

**Site Coordinator:** Gwen Samples
**Grades:** K-8
**School Type:** Professional Development School
**Starting Date:** Fall 1988
**Collaborative Partners:** Houston Independent School District

Learning to Teach in Inner-City Schools (LTICS)
College of Education
Texas A & M University
2121 Holcombe
Houston, TX 77030
(713) 677-7712
Contact: Nancy James

University of Houston

Gregory Lincoln Academy School

**Affiliation:** National Diffusion Network
**Funding Sources:** Houston Independent School District; University of Houston; Texas A & M University

**Features**

**College/ School Collaboration**
- O school faculty hold joint school/college teaching appointments
- O collaborative research involving school & college faculty

**Preservice Teachers Program**
- O on-site (school) courses for preservice teachers
- O mentor teachers for preservice teachers
- O clinical supervision of student teachers
- O each preservice teacher assigned to more than one cooperating teacher
- O preservice teachers involved in on-site research

**Beginning Teachers Program**
- O beginning teacher induction program
- O mentor teachers for beginning teachers
- O clinical supervision of beginning teachers

**Inservice Teachers Program**
- O on-site (school) courses for inservice teachers
- O cooperating teacher training provided to practicing teachers
- O experienced teachers designated as master teachers
- O mentor, master, and/or cooperating teachers have release-time
- O practicing teachers involved in curriculum development
- O practicing teachers actively involved in decision making with regard to organizational/ structural changes within the school
- O inservice teachers involved in on-site research

**Multicultural Issues**
- O preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- O inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- O approximately 80-100% student enrollment from minority groups
- O approximately 0-19% teacher interns (preservice teachers) from minority groups

**Jane Long Middle School**
**449 South FM 2818**
**Bryan, Texas 77802**
**(409) 361-9505**

**Site Coordinator:** Ernest Johnson
**Grades:** 6-8
**School Type:**
**Starting Date:**

**Collaborative Partners:** Bryan Independent School District

College of Education
Texas A & M University
College Station, TX 77843-4222
(409) 845-9820
Contact: Donna L. Wiseman

**Affiliation:** National Network for Educational Renewal

**Funding Sources:** Bryan Independent School District; Texas A & M University

## Features

**College/ School Collaboration**

- O school faculty assist in planning inservice curriculum
- O collaborative research involving school & college faculty

**Preservice Teachers Program**

- O on-site (school) courses for preservice teachers
- O each preservice teacher assigned to more than one cooperating teacher

**Inservice Teachers Program**

- O practicing teachers actively involved in decision making with regard to

## Jackson-Via Elementary School
**508 Harris Road**
**Charlottesville, Virginia 22903**
**(804) 295-3161**

**Site Coordinator:** Nancy Lambert
**Grades:** K-4
**School Type:** Professional Development School
**Starting Date:** September 1, 1989

**Collaborative Partners:** Charlottesville Public Schools

Curry School of Education
University of Virginia
405 Emmet Street
Charlottesville, VA 22901
(804) 924-0748
Contact: Jerry R. Moore

**Affiliation:** Xerox Foundation

**Funding Sources:** Xerox Foundation

### Features

**College/School Collaboration**
- O college faculty teach school students
- O school faculty assist in planning preservice curriculum
- O school faculty assist in planning inservice curriculum

**Preservice Teachers Program**
- O on-site (school) courses for preservice teachers
- O mentor teachers for preservice teachers
- O clinical supervision of student teachers
- O preservice teachers involved in on-site research

**Beginning Teachers Program**
- O clinical supervision of beginning teachers

**Inservice Teachers Program**
- O on-site (school) courses for inservice teachers
- O cooperating teacher training provided to practicing teachers
- O experienced teachers designated as master teachers
- O practicing teachers involved in curriculum development
- O practicing teachers actively involved in decision making with regard to organizational/ structural changes within the school

**Multicultural Issues**
- O preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- O inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- O approximately 20-39% student enrollment from minority groups
- O approximately 0-19% teacher interns (preservice teachers) from minority groups

## College Place Middle School/Professional Development School
## 7501 208th Avenue Southwest
## Lynnwood, Washington 98036
## (206) 670-7451

**Site Coordinator:** Karen McElliott
**Grades:** 7-8
**School Type:** Professional Development School
**Starting Date:** 1988-89 (planning); September 1989 (activities)

**Collaborative Partners:** Bellevue, Edmonds, Shoreline, & Seattle School Districts

Puget Sound Professional Development Center
University of Washington
115 Miller Hall, DQ-12
Seattle, WA 98195
(206) 543-1847
Contact: Nathalie Gehrke

Washington Education Association

**Affiliation:** Ford Foundation Clinical Schools Project; Center/Network for Educational Renewal; Metropolitan Life Foundation

**Funding Sources:** University of Washington; Puget Sound Educational Consortium; Bellevue, Edmonds, Shoreline, & Seattle School Districts; Washington Education Association; Ford Foundation; Carnegie Corporation; Metropolitan Life Foundation

### Features

**College/School Collaboration**

- O school faculty hold joint school/college teaching appointments
- O school faculty assist in planning preservice curriculum
- O school faculty assist in planning inservice curriculum
- O collaborative research involving school & college faculty

**Preservice Teachers Program**

- O mentor teachers for preservice teachers
- O clinical supervision of student teachers
- O each preservice teacher assigned to more than one cooperating teacher

**Inservice Teachers Program**

- O on-site (school) courses for inservice teachers
- O cooperating teacher training provided to practicing teachers
- O mentor, master, and/or cooperating teachers have release-time
- O practicing teachers involved in curriculum development
- O practicing teachers actively involved in decision making with regard to organizational/ structural changes within the school
- O inservice teachers involved in on-site research

**Multicultural Issues**

- O preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- O inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- O approximately 0-19% student enrollment from minority groups
- O approximately 0-19% teacher interns (preservice teachers) from minority groups

## Einstein Middle School/Professional Development School
## 325 Northwest 195th Street
## Seattle, Washington 98177
## (206) 368-4730

**Site Coordinator:** Sandi Reed
**Grades:** 7-8
**School Type:** Professional Development School
**Starting Date:** 1988-89 (planning); September 1989 (activities)

**Collaborative Partners:** Bellevue, Edmonds, Shoreline, & Seattle School Districts

Puget Sound Professional Development Center
University of Washington
115 Miller Hall, DQ-12
Seattle, Washington 98195
(206) 543-1847
Contact: Nathalie Gehrke

Washington Education Association

**Affiliation:** Ford Foundation Clinical Schools Project; Center/Network for Educational Renewal; Metropolitan Life Foundation

**Funding Sources:** University of Washington; Puget Sound Educational Consortium; Bellevue, Edmonds, Shoreline, & Seattle School Districts; Washington Education Association; Ford Foundation; Carnegie Corporation; Metropolitan Life Foundation

### Features

**College/School Collaboration**

- O school faculty assist in planning preservice curriculum
- O school faculty assist in planning inservice curriculum

**Preservice Teachers Program**

- O mentor teachers for preservice teachers
- O clinical supervision of student teachers
- O each preservice teacher assigned to more than one cooperating teacher

**Inservice Teachers Program**

- O on-site (school) courses for inservice teachers
- O cooperating teacher training provided to practicing teachers
- O mentor, master, and/or cooperating teachers have reduced course load
- O mentor, master, and/or cooperating teachers have release-time
- O practicing teachers involved in curriculum development

**Multicultural Issues**

- O preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- O inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- O approximately 0-19% student enrollment from minority groups
- O approximately 0-19% teacher interns (preservice teachers) from minority groups

**Lincoln Middle School**
**Southeast 315 Crestview**
**Pullman, Washington 99163**
**(509) 334-3411**

**Site Coordinator:** Phyllis Vettrus, Principal
**Grades:** 6-8
**School Type:** Professional Development School
**Starting Date:** August 1991

**Collaborative Partners:** Vancouver School District No. 37; Educational Service District 112; Pullman School District No. 267

Washington State University
College of Education
Pullman, Washington 99164-2114
(509) 335-4853
Contact: Bernard Oliver, Dean

Vancouver Educational Association

**Funding Sources:** Washington State University; Vancouver School District No. 37; Pullman School District

## Features

**College/School Collaboration**
- O college faculty teach school students
- O school faculty assist in planning preservice curriculum
- O school faculty assist in planning inservice curriculum
- O collaborative research involving school & college faculty

**Preservice Teachers Program**
- O on-site (school) courses for preservice teachers
- O mentor teachers for preservice teachers
- O clinical supervision of student teachers
- O each preservice teacher assigned to more than one cooperating teacher
- O preservice teachers involved in on-site research

**Beginning Teachers Program**
- O mentor teachers for beginning teachers
- O clinical supervision of beginning teachers

**Inservice Teachers Program**
- O on-site (school) courses for inservice teachers
- O cooperating teacher training provided to practicing teachers
- O experienced teachers designated as master teachers
- O practicing teachers involved in curriculum development
- O practicing teachers actively involved in decision making with regard to organizational/ structural changes within the school
- O inservice teachers involved in on-site research

**Multicultural Issues**
- O preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- O inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- O approximately 0-19% student enrollment from minority groups
- O approximately 0-19% teacher interns (preservice teachers) from minority groups

## Meany Middle School/Professional Development School
## 301 21st Avenue East
## Seattle, Washington 98112
## (206) 281-6160

**Site Coordinator:** Shari James
**Grades:** 6-8
**School Type:** Professional Development School
**Starting Date:** 1988-89 (planning); September 1989 (activities)

**Collaborative Partners:** Bellevue, Edmonds, Shoreline, & Seattle School Districts

Puget Sound Professional Development Center
University of Washington
115 Miller Hall, DQ-12
Seattle, Washington 98195
(206) 543-1847
Contact: Nathalie Gehrke

Washington Education Association

**Affiliation:** Ford Foundation Clinical Schools Project; Center/Network for Educational Renewal; Metropolitan Life Foundation

**Funding Sources:** University of Washington; Puget Sound Educational Consortium; Bellevue, Edmonds, Shoreline, & Seattle School Districts; Washington Education Association; Ford Foundation; Carnegie Corporation; Metropolitan Life Foundation

### Features

**College/School Collaboration**
- O school faculty assist in planning preservice curriculum
- O school faculty assist in planning inservice curriculum
- O collaborative research involving school & college faculty

**Preservice Teachers Program**
- O mentor teachers for preservice teachers
- O clinical supervision of student teachers
- O each preservice teacher assigned to more than one cooperating teacher

**Inservice Teachers Program**
- O on-site (school) courses for inservice teachers
- O cooperating teacher training provided to practicing teachers
- O mentor, master, and/or cooperating teachers have reduced course load
- O mentor, master, and/or cooperating teachers have release-time
- O practicing teachers involved in curriculum development
- O practicing teachers actively involved in decision making with regard to organizational/ structural changes within the school
- O inservice teachers involved in on-site research

**Multicultural Issues**
- O preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- O inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- O approximately 40-59% student enrollment from minority groups
- O approximately 0-19% teacher interns (preservice teachers) from minority groups

## Odle Middle School/Professional Development School
## 14401 Northeast 8th Street
## Bellevue, Washington 98007
## (206) 455-6211

**Site Coordinator:** Chris Vall-Spinosa
**Grades:** 6-8
**School Type:** Professional Development School
**Starting Date:** 1988-89 (planning); September 1989 (activities)

**Collaborative Partners:** Bellevue, Edmonds, Shoreline, & Seattle School Districts

Puget Sound Professional Development Center
University of Washington
115 Miller Hall, DQ-12
Seattle, Washington 98195
(206) 543-1847
Contact: Nathalie Gehrke

Washington Education Association

**Affiliation:** Ford Foundation Clinical Schools Project; Center/Network for Educational Renewal; Metropolitan Life Foundation

**Funding Sources:** University of Washington; Puget Sound Educational Consortium; Bellevue, Edmonds, Shoreline, & Seattle School Districts; Washington Education Association; Ford Foundation; Carnegie Corporation; Metropolitan Life Foundation

### Features

**College/School Collaboration**
- O school faculty assist in planning preservice curriculum
- O school faculty assist in planning inservice curriculum
- O collaborative research involving school & college faculty

**Preservice Teachers Program**
- O mentor teachers for preservice teachers
- O clinical supervision of student teachers
- O each preservice teacher assigned to more than one cooperating teacher

**Inservice Teachers Program**
- O on-site (school) courses for inservice teachers
- O cooperating teacher training provided to practicing teachers
- O mentor, master, and/or cooperating teachers have reduced course load
- O mentor, master, and/or cooperating teachers have release-time
- O practicing teachers involved in curriculum development
- O practicing teachers actively involved in decision making with regard to organizational/ structural changes within the school
- O inservice teachers involved in on-site research

**Multicultural Issues**
- O preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- O inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- O approximately 0-19% student enrollment from minority groups
- O approximately 0-19% teacher interns (preservice teachers) from minority groups

## Roosevelt Elementary School
## (Vancouver Collaborative Professional Development School)*
## 2921 Falk Road
## Vancouver, Washington 98661
## (206) 696-7127

**Site Coordinator:** Linda McGeachy, Principal; David Halstead, Human Resources and Teacher Support Services

**Grades:** K-5

**School Type:** Professional Development School

**Starting Date:** August 1991

**Collaborative Partners:** Vancouver School District No. 37; Educational Service District 112; Pullman School District No. 267

Washington State University
College of Education
Pullman, Washington 99164-2114
(509) 335-4853
Contact: Bernard Oliver, Dean

Vancouver Educational Association

**Funding Sources:** Washington State University; Vancouver School District No. 37; Pullman School District

### Features

**College/School Collaboration**

- O college faculty teach school students
- O school faculty assist in planning preservice curriculum
- O school faculty assist in planning inservice curriculum
- O collaborative research involving school & college faculty

**Preservice Teachers Program**

- O on-site (school) courses for preservice teachers
- O mentor teachers for preservice teachers
- O clinical supervision of student teachers
- O each preservice teacher assigned to more than one cooperating teacher
- O preservice teachers involved in on-site research

**Beginning Teachers Program**

- O beginning teacher induction program
- O mentor teachers for beginning teachers
- O clinical supervision of beginning teachers

**Inservice Teachers Program**

- O on-site (school) courses for inservice teachers
- O cooperating teacher training provided to practicing teachers
- O experienced teachers designated as master teachers
- O practicing teachers involved in curriculum development
- O practicing teachers actively involved in decision making with regard to organizational/ structural changes within the school
- O inservice teachers involved in on-site research

**Multicultural Issues**

- O preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- O approximately 20-39% student enrollment from minority groups
- O approximately 0-19% teacher interns (preservice teachers) from minority groups

**Note:** *Roosevelt Elementary School is a newly constructed school scheduled to open fall 1992. A proposal has been submitted to the National Board for Professional Teaching Standards to establish Roosevelt Elementary School as a field test of a collaborative professional development school.

**Central Elementary School**
**475 Baird Street**
**Morgantown, West Virginia 26505**
**(304) 291-9258**

**Site Coordinator:** Ruth Oaks, Teacher; Frank Mrazek, Principal
**Grades:** K-6
**School Type:** Professional Development School
**Starting Date:** February 1990

**Collaborative Partners:** Marion, Preston, Monongalia, & Taylor County School Districts

West Virginia University
The Benedum Project
College of Human Resources and Education
802 Allen Hall
Morgantown, WV 26506
(304) 293-5703
Contact: Perry Phillips; Teresa T. Field

**Affiliation:** The Benedum Project

**Funding Sources:** The Claude Worthington Benedum Foundation; West Virginia University; Marion, Preston, Monongalia, & Taylor County School Districts

## Features

**College/School Collaboration**

- O college faculty teach school students
- O school faculty assist in planning preservice curriculum
- O school faculty assist in planning inservice curriculum
- O collaborative research involving school & college faculty

**Preservice Teachers Program**

- O clinical supervision of student teachers

**Inservice Teachers Program**

- O on-site (school) courses for inservice teachers
- O practicing teachers involved in curriculum development
- O practicing teachers actively involved in decision making with regard to organizational/ structural changes within the school
- O inservice teachers involved in on-site research

**Multicultural Issues**

- O preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- O inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- O approximately 20-39% student enrollment from minority groups
- O approximately 0-19% teacher interns (preservice teachers) from minority groups

**East Dale Elementary School**
**Route 3**
**Fairmont, West Virginia 26554**
**(304) 367-2132**

**Site Coordinator:** Janet Crescenzi, Principal; Etta Zasloff, Counselor
**Grades:** K-6
**School Type:** Professional Development School
**Starting Date:** February 1990

**Collaborative Partners:** Marion, Preston, Monongalia, & Taylor County School Districts

West Virginia University
The Benedum Project
College of Human Resources and Education
802 Allen Hall
Morgantown, WV 26506
(304) 293-5703
Contact: Perry Phillips; Teresa T. Field

**Affiliation:** The Benedum Project

**Funding Sources:** The Claude Worthington Benedum Foundation; West Virginia University; Marion, Preston, Monongalia, & Taylor County School Districts

## Features

**College/School Collaboration**
- O school faculty assist in planning preservice curriculum
- O school faculty assist in planning inservice curriculum
- O collaborative research involving school & college faculty

**Preservice Teachers Program**
- O clinical supervision of student teachers
- O preservice teachers involved in on-site research

**Beginning Teachers Program**
- O beginning teacher induction program
- O mentor teachers for beginning teachers

**Inservice Teachers Program**
- O on-site (school) courses for inservice teachers
- O cooperating teacher training provided to practicing teachers
- O practicing teachers involved in curriculum development
- O practicing teachers actively involved in decision making with regard to organizational/ structural changes within the school
- O inservice teachers involved in on-site research

**Multicultural Issues**
- O preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- O inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- O approximately 0-19% student enrollment from minority groups
- O approximately 0-19% teacher interns (preservice teachers) from minority groups

## Grafton High School
## Riverside Drive
## Grafton, West Virginia 26354
## (304) 265-3046

**Site Coordinator:** Diana Colebank, Teacher; Greg Cartwright, Principal
**Grades:** 9-12
**School Type:** Professional Development School
**Starting Date:** February 1990

**Collaborative Partners:** Marion, Preston, Monongalia, & Taylor County School Districts

West Virginia University
The Benedum Project
College of Human Resources and Education
802 Allen Hall
Morgantown, WV 26506
(304) 293-5703
Contact: Perry Phillips; Teresa T. Field

**Affiliation:** The Benedum Project

**Funding Sources:** The Claude Worthington Benedum Foundation; West Virginia University; Marion, Preston, Monongalia, & Taylor County School Districts

### Features

**College/School Collaboration**

- ○ school faculty assist in planning preservice curriculum
- ○ school faculty assist in planning inservice curriculum
- ○ collaborative research involving school & college faculty

**Inservice Teachers Program**

- ○ on-site (school) courses for inservice teachers
- ○ cooperating teacher training provided to practicing teachers
- ○ practicing teachers involved in curriculum development
- ○ practicing teachers actively involved in decision making with regard to organizational/ structural changes within the school
- ○ inservice teachers involved in on-site research

**Multicultural Issues**

- ○ preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- ○ approximately 0-19% student enrollment from minority groups
- ○ approximately 0-19% teacher interns (preservice teachers) from minority groups

**Morgantown High School**
**109 Wilson Avenue**
**Morgantown, West Virginia 26505**
**(304) 291-9260**

**Site Coordinator:** Gwen Rosenbluth, Teacher; Tom Hart, Principal
**Grades:** 10-12
**School Type:** Professional Development School
**Starting Date:** February 1990

**Collaborative Partners:** Marion, Preston, Monongalia, & Taylor County School Districts

West Virginia University
The Benedum Project
College of Human Resources and Education
802 Allen Hall
Morgantown, WV 26506
(304) 293-5703
Contact: Perry Phillips; Teresa T. Field

**Affiliation:** The Benedum Project

**Funding Sources:** The Claude Worthington Benedum Foundation; West Virginia University; Marion, Preston, Monongalia, & Taylor County School Districts

## Features

**College/School Collaboration**

- O school faculty hold joint school/college teaching appointments
- O college faculty teach school students
- O school faculty assist in planning preservice curriculum
- O school faculty assist in planning inservice curriculum
- O collaborative research involving school & college faculty

**Preservice Teachers Program**

- O mentor teachers for preservice teachers
- O each preservice teacher assigned to more than one cooperating teacher
- O preservice teachers involved in on-site research

**Inservice Teachers Program**

- O on-site (school) courses for inservice teachers
- O cooperating teacher training provided to practicing teachers
- O practicing teachers involved in curriculum development
- O practicing teachers actively involved in decision making with regard to organizational/ structural changes within the school
- O inservice teachers involved in on-site research

**Multicultural Issues**

- O preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- O inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- O approximately 0-19% student enrollment from minority groups
- O approximately 0-19% teacher interns (preservice teachers) from minority groups

**Suncrest Primary School**
**Junior Avenue**
**Morgantown, West Virginia 26505**
**(304) 291-9347**

**Site Coordinator:** Joyce Lang, Teacher; Suzanne Newbrough, Principal
**Grades:** K-3
**School Type:** Professional Development School
**Starting Date:** February 1990

**Collaborative Partners:** Marion, Preston, Monongalia, & Taylor County School Districts

West Virginia University
The Benedum Project
College of Human Resources and Education
802 Allen Hall
Morgantown, WV 26506
(304) 293-5703
Contact: Perry Phillips; Teresa T. Field

**Affiliation:** The Benedum Project

**Funding Sources:** The Claude Worthington Benedum Foundation; West Virginia University; Marion, Preston, Monongalia, & Taylor County School Districts

## Features

**College/School Collaboration**
- O school faculty hold joint school/college teaching appointments
- O college faculty teach school students
- O school faculty assist in planning preservice curriculum
- O school faculty assist in planning inservice curriculum
- O collaborative research involving school & college faculty

**Preservice Teachers Program**
- O on-site (school) courses for preservice teachers
- O mentor teachers for preservice teachers
- O clinical supervision of student teachers
- O each preservice teacher assigned to more than one cooperating teacher
- O preservice teachers involved in on-site research

**Beginning Teachers Program**
- O beginning teacher induction program

**Inservice Teachers Program**
- O on-site (school) courses for inservice teachers
- O cooperating teacher training provided to practicing teachers
- O practicing teachers involved in curriculum development
- O practicing teachers actively involved in decision making with regard to organizational/ structural changes within the school
- O inservice teachers involved in on-site research

**Multicultural Issues**
- O preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- O approximately 0-19% student enrollment from minority groups
- O approximately 0-19% teacher interns (preservice teachers) from minority groups

## West Preston Junior High School
## P.O. Box 70
## Morgantown, West Virginia 26542
## (304) 864-5221

**Site Coordinator:** Rhonda Jenkins, Teacher; Mike Teets, Principal
**Grades:** 7-9
**School Type:** Professional Development School
**Starting Date:** February 1990

**Collaborative Partners:** Marion, Preston, Monongalia, & Taylor County School Districts

West Virginia University
The Benedum Project
College of Human Resources and Education
802 Allen Hall
Morgantown, WV 26506
(304) 293-5703
Contact: Perry Phillips; Teresa T. Field

**Affiliation:** The Benedum Project

**Funding Sources:** The Claude Worthington Benedum Foundation; West Virginia University; Marion, Preston, Monongalia, & Taylor County School Districts

### Features

**College/School Collaboration**

- O school faculty assist in planning preservice curriculum
- O school faculty assist in planning inservice curriculum
- O collaborative research involving school & college faculty

**Beginning Teachers Program**

- O beginning teacher induction program
- O mentor teachers for beginning teachers

**Inservice Teachers Program**

- O on-site (school) courses for inservice teachers
- O cooperating teacher training provided to practicing teachers
- O practicing teachers involved in curriculum development
- O practicing teachers actively involved in decision making with regard to organizational/ structural changes within the school
- O inservice teachers involved in on-site research

**Multicultural Issues**

- O preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- O inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- O approximately 0-19% student enrollment from minority groups
- O approximately 0-19% teacher interns (preservice teachers) from minority groups

## Fulton Middle School
## 2760 North 1st Street
## Milwaukee, Wisconsin 53212-2499
## (414) 264-0160

**Site Coordinator:** Brenda Leake
**Grades:** 6-9
**School Type:** Professional Development School*
**Starting Date:** 1987-1988

**Collaborative Partners:** Milwaukee Public Schools

University of Wisconsin-Milwaukee
School of Education
Center for Teacher Education
P.O. Box 413
Milwaukee, WI 53201
(414) 229-5017
Contact: Suzanne Pasch

**Funding Sources:** University of Wisconsin-Milwaukee; Milwaukee Public Schools; The Joyce Foundation

### Features

**College/School Collaboration**

- O school faculty assist in planning preservice curriculum
- O school faculty assist in planning inservice curriculum

**Preservice Teachers Program**

- O clinical supervision of student teachers
- O each preservice teacher assigned to more than one cooperating teacher

**Beginning Teachers Program**

- O mentor teachers for beginning teachers
- O clinical supervision of beginning teachers

**Inservice Teachers Program**

- O on-site (school) courses for inservice teachers
- O cooperating teacher training provided to practicing teachers
- O practicing teachers involved in curriculum development
- O practicing teachers actively involved in decision making with regard to organizational/ structural changes within the school
- O inservice teachers involved in on-site research

**Multicultural Issues**

- O preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- O inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- O approximately 80-100% student enrollment from minority groups
- O approximately 40-59% teacher interns (preservice teachers) from minority groups

*African American Immersion School

**Holmes Elementary School**
**2463 North Buffum Street**
**Milwaukee, Wisconsin 53212-2999**
**(414) 562-8800**

**Site Coordinator:** Caren Wesson
**Grades:** K-5
**School Type:** Professional Development School
**Starting Date:** 1987-1988

**Collaborative Partners:** Milwaukee Public Schools

University of Wisconsin-Milwaukee
School of Education
Center for Teacher Education
P.O. Box 413
Milwaukee, WI 53201
(414) 229-5017
Contact: Suzanne Pasch

**Funding Sources:** University of Wisconsin-Milwaukee; Milwaukee Public Schools; The Joyce Foundation

## Features

**College/School Collaboration**

- O college faculty teach school students
- O school faculty assist in planning preservice curriculum
- O school faculty assist in planning inservice curriculum

**Preservice Teachers Program**

- O on-site (school) courses for preservice teachers
- O clinical supervision of student teachers

**Beginning Teachers Program**

- O beginning teacher induction program
- O mentor teachers for beginning teachers
- O clinical supervision of beginning teachers

**Inservice Teachers Program**

- O on-site (school) courses for inservice teachers
- O cooperating teacher training provided to practicing teachers
- O mentor, master, and/or cooperating teachers have release-time
- O practicing teachers involved in curriculum development
- O practicing teachers actively involved in decision making with regard to organizational/ structural changes within the school

**Multicultural Issues**

- O preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- O inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- O approximately 80-100% student enrollment from minority groups
- O approximately 40-59% teacher interns (preservice teachers) from minority groups

**LaFollette Elementary School**
**3239 North 9th Street**
**Milwaukee, Wisconsin 53206-3251**
**(414) 562-5806**

**Site Coordinator:** Marleen Pugach
**Grades:** K-5
**School Type:** Professional Development School
**Starting Date:** 1987-1988

**Collaborative Partners:** Milwaukee Public Schools

University of Wisconsin-Milwaukee
School of Education
Center for Teacher Education
P.O. Box 413
Milwaukee, WI 53201
(414) 229-5017
Contact: Suzanne Pasch

**Funding Sources:** University of Wisconsin-Milwaukee; Milwaukee Public Schools; The Joyce Foundation

## Features

**College/School Collaboration**
- O college faculty teach school students
- O school faculty assist in planning preservice curriculum
- O school faculty assist in planning inservice curriculum
- O collaborative research involving school & college faculty

**Preservice Teachers Program**
- O on-site (school) courses for preservice teachers
- O clinical supervision of student teachers
- O each preservice teacher assigned to more than one cooperating teacher
- O preservice teachers involved in on-site research

**Beginning Teachers Program**
- O beginning teacher induction program
- O mentor teachers for beginning teachers
- O clinical supervision of beginning teachers

**Inservice Teachers Program**
- O on-site (school) courses for inservice teachers
- O cooperating teacher training provided to practicing teachers
- O mentor, master, and/or cooperating teachers have release-time
- O practicing teachers involved in curriculum development
- O practicing teachers actively involved in decision making with regard to organizational/ structural changes within the school
- O inservice teachers involved in on-site research

**Multicultural Issues**
- O preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- O inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- O approximately 80-100% student enrollment from minority groups
- O approximately 20-39% teacher interns (preservice teachers) from minority groups

**Riverside University High School**
**1615 East Locust Street**
**Milwaukee, Wisconsin 53211-3298**
**(414) 964-5900**

**Site Coordinator:** Randy Goree
**Grades:** 9-12
**School Type:** Professional Development School
**Starting Date:** 1987-1988

**Collaborative Partners:** Milwaukee Public Schools

University of Wisconsin-Milwaukee
School of Education
Center for Teacher Education
P.O. Box 413
Milwaukee, WI 53201
(414) 229-5017
Contact: Suzanne Pasch

**Funding Sources:** University of Wisconsin-Milwaukee; Milwaukee Public Schools; The Joyce Foundation

## Features

**College/School Collaboration**
- O college faculty teach school students
- O school faculty assist in planning preservice curriculum
- O school faculty assist in planning inservice curriculum
- O collaborative research involving school & college faculty

**Preservice Teachers Program**
- O on-site (school) courses for preservice teachers
- O clinical supervision of student teachers
- O each preservice teacher assigned to more than one cooperating teacher
- O preservice teachers involved in on-site research

**Beginning Teachers Program**
- O beginning teacher induction program
- O mentor teachers for beginning teachers

**Inservice Teachers Program**
- O cooperating teacher training provided to practicing teachers
- O mentor, master, and/or cooperating teachers have reduced course load
- O mentor, master, and/or cooperating teachers have release-time
- O practicing teachers involved in curriculum development
- O practicing teachers actively involved in decision making with regard to organizational/ structural changes within the school
- O inservice teachers involved in on-site research

**Multicultural Issues**
- O preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- O inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- O approximately 40-59% student enrollment from minority groups
- O approximately 20-39% teacher interns (preservice teachers) from minority groups

## Site 154—Ungraded Primary School
## 5966 North 35th Street
## Milwaukee, Wisconsin 53209
## (414) 536-8664

**Site Coordinator:** Christine Burton
**Grades:** K-3
**School Type:** Professional Development School
**Starting Date:** 1987-1988

**Collaborative Partners:** Milwaukee Public Schools

University of Wisconsin-Milwaukee
School of Education
Center for Teacher Education
P.O. Box 413
Milwaukee, WI 53201
(414) 229-5017
Contact: Suzanne Pasch

**Funding Sources:** University of Wisconsin-Milwaukee; Milwaukee Public Schools; The Joyce Foundation

### Features

**College/School Collaboration**
- O college faculty teach school students
- O school faculty assist in planning preservice curriculum
- O school faculty assist in planning inservice curriculum

**Preservice Teachers Program**
- O clinical supervision of student teachers*

**Beginning Teachers Program**
- O mentor teachers for beginning teachers
- O clinical supervision of beginning teachers

**Inservice Teachers Program**
- O cooperating teacher training provided to practicing teachers
- O mentor, master, and/or cooperating teachers have reduced course load
- O practicing teachers involved in curriculum development
- O practicing teachers actively involved in decision making with regard to organizational/ structural changes within the school

**Multicultural Issues**
- O preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- O approximately 60-79% student enrollment from minority groups
- O approximately 20-39% teacher interns (preservice teachers) from minority groups

*Planned

| | |
|---|---|
| Appendix A: | Data Collection Form |
| Appendix B: | Additional Professional Development School Projects |
| | Ford Foundation Clinical Schools Project Sites |
| | AT&T Teachers for Tomorrow Sites |
| Appendix C: | Listing of Professional Development School College and University Partners |
| Appendix D: | Listing of Professional Development School Projects |
| Appendix E: | Selected Survey Data |
| Appendix F: | Bibliography |

# Directory of Professional Development Schools
## Data Collection Form

***Section 1:*** Please type or print clearly, and respond to all items. Use "NA"(not applicable) where appropriate.

1. Institution (school, college, or department of education) name and address (including zip code)

_____
_____
_____
_____
_____

2. PDS collaborative partners:

**Institution(s)--SCDE**

_____
_____
_____

**School District(s)**

_____
_____

**Union(s)/Others**

_____
_____

3. Organization or foundation sponsor or affiliation (e.g., Ford Foundation Clinical Schools Project, Network for Educational Renewal):

_____
_____

4. Funding sources (e.g., school district, foundations, corporations):

_____
_____

5. Starting date: _____
6. Contact:

Name _____
Address _____
_____
City, State, Zip Code _____
Phone _____

**Responses to items 7 and 8 may be continued on a separate page.**

7. Publications (Please list any publications related to the PDS projects affiliated with your SCDE. Please include availability information--e.g., ERIC document number, journal citation, publisher).

8. Notes/comments/additional information (e.g., future plans; clarification of information given in previous or subsequent items):

***Name of person completing this form (please print)*** _____
***Signature of person completing this form*** _____
***Title*** _____
***Phone*** (_____) _____
***Date*** _____

***Section 2:*** ***Please complete a separate PDS Checklist for each PDS affiliated with your collaborative. Three checklists are provided on this form. If there are more than three PDSs in question, you may photocopy the checklist and complete a separate one for each PDS.***

## Professional Development School Checklist

PDS Name _____
Address _____
City, State, Zip _____
Phone _____
Site Coordinator _____

Grade level (check one):
_____K-6
_____7-9
_____10-12
_____other (specify):_____

School type (check one):
____clinical school
____professional development school
____professional practice school
____other(specify):_____

***Please check the response that is most applicable to the PDS indicated above.***

| | yes | no | n/a |
|---|---|---|---|
| **A. College/School Collaboration** | | | |
| 1. school faculty members hold joint school/college teaching appointments | ___ | ___ | ___ |
| 2. college faculty teach school students | ___ | ___ | ___ |
| 3. school faculty assist in planning preservice teacher education curriculum | ___ | ___ | ___ |
| 4. school faculty assist in planning inservice teacher education curriculum | ___ | ___ | ___ |
| 5. collaborative research involving school & college faculty | ___ | ___ | ___ |
| **B. Preservice Teachers Program** | | | |
| 6. on-site (school) courses for preservice teachers | ___ | ___ | ___ |
| 7. mentor teachers for preservice teachers | ___ | ___ | ___ |
| 8. clinical supervision of student teachers | ___ | ___ | ___ |
| 9. each preservice teacher assigned to more than one cooperating teacher | ___ | ___ | ___ |
| 10. preservice teachers involved in educational research conducted at the school site | ___ | ___ | ___ |
| **C. Beginning Teacher Program** | | | |
| 11. beginning teacher induction program | ___ | ___ | ___ |
| 12. mentor teachers for beginning teachers | ___ | ___ | ___ |
| 13. clinical supervision of beginning teachers | ___ | ___ | ___ |
| **D. Inservice Teacher Program** | | | |
| 14. on-site (school) courses for inservice teachers | ___ | ___ | ___ |
| 15. cooperating teacher training provided to practicing teachers | ___ | ___ | ___ |
| 16. experienced teachers designated as master teachers | ___ | ___ | ___ |
| 17. mentor, master, and/or cooperating teachers have reduced course loads | ___ | ___ | ___ |
| 18. mentor, master, and/or cooperating teachers have release-time | ___ | ___ | ___ |
| 19. practicing teachers involved in curriculum development | ___ | ___ | ___ |
| 20. practicing teachers actively involved in decision-making with regard to organizational/structural changes within the school | ___ | ___ | ___ |
| 21. inservice teachers involved in educational research conducted at the school site | ___ | ___ | ___ |
| **E. Multicultural Issues** | | | |
| 22. preservice teachers participate in structured learning experiences which address issues related to educating minority group students | ___ | ___ | ___ |
| 23. inservice teachers participate in structured learning experiences which address issues related to educating minority group students | ___ | ___ | ___ |

24. approximate percentage of student enrollment from minority groups (check one):
___0-19% ___40-59% ___80-100%
___20-39% ___60-79%

25. approximate percentage teacher interns (preservice teachers) from minority groups (check one):
___0-19% ___40-59% ___80-100%
___20-39% ___60-79%

***Please return this data collection form, with your program guide, to the Clinical Schools Clearinghouse by November 30, 1991.*** Clinical Schools Clearinghouse; One Dupont Circle NW, Suite 610; Washington, DC 20036-1186.

## Additional Professional Development School Projects

### Illinois

**Partner Agencies:**
DePaul University
School of Education
2323 N. Seminary, Fifth Floor
Chicago, IL 60614
(312) 362-6749
Contact: Nancy Williams, Site Coordinator

Glenview Consolidated School District 34

**Partner Schools:**
K-6 Clinical Schools
7-9 Clinical Schools

### Iowa

**Partner Agencies:**
Iowa State University
College of Education
E262 Lagomarcino Hall
Ames, IA 50011
(515) 294-7003
Contact: Charles R. Kniker, Assistant Dean

Heartland Area Education Agency II
6500 Corporate Drive
Johnston, IA 50131-1603
(515) 270-9030
Contact: Joe Millard

Des Moines, Roland-Story, Madrid, Gilbert-United, Ankeny, & South Hamilton School Districts

**Partner Schools:**
This project is in the planning stage with anticipated starting date of fall 1992.

### Iowa *(continued)*

**Partner Agencies:**
University of Northern Iowa
College of Education
Department of Teaching
Cedar Falls, IA 50613
(319) 273-6171
Contact: Linda Fernandez, Director
Malcolm Price Laboratory School

**Partner Schools:**
Malcolm Price Laboratory School (K-12)

### Utah

**Partner Agencies:**
University of Utah
Department of Educational Studies
307 Milton Benneon Hall
Salt Lake City, UT 84112
(801) 581-7158
Contact: Nedra A. Crow, Director of Field Experiences

Salt Lake City School District
Granite School District

**Partner Schools:**
11 Professional Development Schools
Grades: K-6; 7-9; 10-12

*The production schedule for this directory did not permit inclusion of individual profiles for these PDS projects.*

# Ford Foundation Clinical Schools Project Sites

## Florida

**Partner Agencies:**

University of Miami

Dade County Public Schools

Florida International University

United Teachers of Dade

Bureau of Human Resource Development
Division of Instructional Personnel Training
1080 Labaron Drive
Miami Springs, FL 33166
(305) 887-2002
Contact: Kenneth D. Walker, Executive Director

**Partner Schools:**

Cutler Ridge Elementary School
Olinda Elementary School
Sunset Elementary School
Centennial Middle School
Southridge Senior High School

## Kentucky

**Partner Agencies:**

University of Louisville

Jefferson County Public Schools

Jefferson County Teachers Association

Jefferson County Public Schools Gheens Academy
4425 Preston Highway
Louisville, KY 40213
(502) 473-3494
Contact: Donna C. Seaford

**Partner Schools:**

Brown School (grades 1-12)
Chenoweth Elementary School
Conway Middle School
Fairdale High School
Lassiter Middle School
Pleasure Ridge Park High School
Price Elementary School
Wheeler Elementary School

## Maine

**Partner Agencies:**

University of Southern Maine
220 Bailey Hall
Gorham, ME 04038
(207) 780-5375
Contact: India Broyles, Assistant Professor of Education

Portland, Westbrook, Gorham, & Kennebunk School Systems

Portland Teachers Association
Westbrook Educational Association
Gorham Teachers Association
Kennebunk Teachers Association

**Partner Schools:**

Deering High School
Portland High School
Westbrook High School
Gorham High School
Kennebunk High School

## New York

**Partner Agencies:**

Teachers College, Columbia University
Box 155
525 West 120th Street
New York, NY 10027
(212) 678-3166 or 3347
Contact: Edward Quinn, Professional Development School Project Director

New York City School District #3

The United Federation of Teachers

**Partner Schools:**

P. S. 87
I.S. 44

**Partner Agencies:**

University of Rochester

Nazareth College of Rochester

State University of New York at Brockport

Rochester City School District

Rochester Teachers Center

Rochester Teachers Association

Association of School Administrators of Rochester

Curriculum Development and Support
Rochester City School District
131 West Broad Street
Rochester, NY 14614
(716) 262-8283
Contact: Ruth Danis, Project Director

**Partner Schools:**

John Williams School No. 5 (K-5)
Douglass Middle School
John Marshall High School

**Pennsylvania**

**Partner Agencies:**

Duquesne University

Indiana University of Pennsylvania

University of Pittsburgh

Pittsburgh Public Schools

Pittsburgh Federation

Pennsylvania Academy for the Profession of Teaching

Pittsburgh Administrators Association

**Pennsylvania *(continued)***

Pittsburgh School District/University Collaborative
c/o Schenley High School TeacherCenter
Centre Avenue & Bigelow Boulevard
Pittsburgh, PA 15213
(412) 622-8480
Contact: Judy Johnson, Director

**Partner Schools:**

Carrick High School
George Westinghouse High School
Langley High School
Schenley High School Teacher Center

**Washington**

**Partner Agencies:**

University of Washington
Puget Sound Professional Development Center
115 Miller Hall, DQ-12
Seattle, WA 98195
(206) 543-1847
Contact: Nathalie J. Gehrke, PSPDC Director or Janet McDaniel, Middle School Program Coordinator

Puget Sound Educational Consortium

Office of the Washington State Superintendent of Public Instruction

Washington Education Association

**Partner Schools:**

Albert Einstein Middle School
College Place Middle School
Meany Middle School

*These sites were operated as Ford Clinical Schools sites from 1988-89 through 1990-91. Several individual schools have become part of other professional development school projects.*

## AT&T Teachers for Tomorrow Sites

### California

**Partner Agencies:**

San Francisco State University
School of Education
1600 Holloway Avenue
San Francisco, CA 94132
(415) 338-2687
Contact: Henrietta Schwartz, Dean

San Francisco Unified School Disrict

United Educators of San Francisco

**Partner Schools:**

Alamo Elementary School
Alvarado Elementary School
Cabrillo Elementary School
Sir Francis Drake Elementary School
Marshall Elementary School
Jose Ortega Elementary School

### Florida

**Partner Agencies:**

University of North Florida
College of Education and Human Services
4567 St. John's Bluff Road South
Jacksonville, FL 32207
(904) 646-2520
Contact: Donna Evans, Dean

Florida Community College at Jacksonville

Duval & Clay County Public Schools

Duval Teachers United

Clay County Education Association

**Partner Schools:**

S.P. Livingston Elementary School
Andrew A. Robinson Elementary School
Grove Park Elementary School

### Michigan

**Partner Agencies:**

Wayne State University
College of Education
5425 Gullen Mall
Detroit, MI 48202
(313) 577-8283
Contact: Paula Wood, Interim Dean

Detroit Public Schools

Detroit Federation of Teachers

**Partner Schools:**

Richard Elementary School
Edmonson Elementary School

### New York

**Partner Agencies:**

City University of New York System
Contact: Madeline Grumet, Dean of Education
Brooklyn College
Brooklyn, NY 11210
(718) 780-5214

New York City Public Schools

United Federation of Teachers

**Partner Schools:**

information unavailable at this time

### Texas

**Partner Agencies:**

University of Houston
College of Education
4800 Calhoun
Houston, TX 77204-5874
(713) 749-3621
Contact: W. Robert Houston, Associate Dean

Houston Independent School District

**Partner Schools:**

Foerster Elementary
Gregory-Lincoln Education Center (pre-K through 8)

*All sites began operations during the 1991-92 academic year.*

**Listing of Professional Development School College and University Partners**

Bloomsburg University; Bloomsburg, PA

California State University; Fresno

Eastern Montana College; Billings

Elms College; Chicopee, MA

Maryville University Saint Louis; St. Louis, MO

Michigan State University; East Lansing

Nazareth College of Rochester; Rochester, NY

Oakland University; Rochester, MI

State University of New York; Brockport

Teachers College, Columbia University; New York, NY

Texas A & M University; Houston

Washington State University; Pullman

West Virginia University; Morgantown

University of Arkansas; Fayetteville

University of California; Riverside

University of Hawaii; Manoa

University of Houston; Houston, TX

University of Massachusetts; Amherst

University of Minnesota; Minneapolis

University of Missouri; Kansas City

University of North Carolina; Greensboro

University of North Dakota; Grand Forks

University of Rochester; Rochester, NY

University of South Carolina; Columbia

University of Southern California; Los Angeles

University of Southern Maine, Gorham

University of Virginia; Charlottesville

University of Washington; Seattle

## Listing of Professional Development School Projects

A. C. Flora High School; Columbia, SC
Ala Wai Elementary School; Honolulu, HI
Aliamanu Elementary School; Honolulu, HI
Archer Elementary School; Greensboro, NC
Averill Elementary School; Lansing, MI
Broadwater Elementary School; Billings, MT
Campus R/Irmo Middle School; Columbia, SC
Central Elementary School; Morgantown, WV
College Place Middle School/Professional Development School; Lynnwood, WA
Crayton Middle School; Columbia, SC
Danville Elementary School; Danville, PA
Deering High School; Portland, ME
Douglass Middle School; Rochester, NY
East Dale Elementary School; Fairmont, WV
East Longmeadow/University of Massachusetts Professional Development School; East Longmeadow, MA
Einstein Middle School/Professional Development School; Seattle,WA
Elliott Elementary Professional Development School; Holt, MI
Ezequiel A. Balderas Elementary School; Fresno, CA
Fort Jackson Elementary School; Columbia, SC
Fulton Middle School; Milwaukee, WI
Grafton High School; Grafton, WV
Guilford Middle School; Greensboro, NC
Guilford Primary School; Greensboro, NC
Holmes Elementary School; Milwaukee, WI
Holmes Middle School; Flint, MI
Holt High School; Holt MI
Hood Street School; Columbia, SC
Horrell Hill Elementary School; Columbia, SC
Houston Teaching Academy; Houston, TX
Hyatt Park School; Columbia, SC
I.S. 44; New York, NY
Jackson-Via Elementary School; Charlottsville, VA
Jane Long Middle School; Bryan, TX
John Marshall High School; Rochester, NY
Kaewai Elementary School; Honolulu, HI
Kailu High School; Kailua, HI
Kendon Elementary School; Lansing, MI
Kernersville Elementary School; Kernersville, NC
King Middle School; Portland, ME
Kisner Middle School; Greensboro, NC
Jefferson Elementary School; Fayetteville, AR

John Williams School #5; Rochester, NY
LaFollette Elementary School; Milwaukee, WI
Lake Agassiz Elementary School; Grand Forks, ND
Lincoln Middle School; Pullman, WA
Little Falls School; South Windham, ME
Lockwood Primary School; Billings, MT
Longfellow Elementary School; Pontiac, MI
Lonnie B. Nelson Elementary School; Columbia, SC
Middle Middle School/Professional Development School; Seattle, WA
Morgantown High School; Morgantown, WV
Narragansett School; Gorham, ME
Norwood Elementary School; Los Angeles, CA
Oak View Elementary School; High Point, NC
Odle Middle School/Professional Development School; Bellevue, WA
Patrick Henry Professional Development School; Minneapolis, MN
Pierce Terrace School; Columbia, SC
Pontiac Elementary School; Elgin, SC
Portland High School; Portland, ME
P.S. 87; New York, NY
Rankin Elementary School; Greensboro, NC
Red Bridge Elementary School; Kansas City, MO
Riverside Middle School; Billings, MT
Riverside University High School; Milwaukee, WI
Roosevelt Elementary School (Vancouver Collaborative Professional Development School); Pullman, WA
Rubidoux High School; Riverside, CA
St. Charles Mission School; Pryor, MT
Site 154 - Ungraded Primary School; Milwaukee, WI
Summit Parkway Middle School; Columbia, SC
Suncrest Primary School; Morgantown, WV
Wells Elementary School; Wells, ME
Wells High School; Wells, ME
Wells Junior High School; Wells, ME
Wells Ogunquit Village School; Ogunquit, ME
West Preston Junior High School; WV
Westwood Elementary School; Shawnee Mission, KS
White Rock School; Gorham, ME
Wilkinson Early Childhood Center; St. Louis, MO
Wolf Swamp Road Elementary School; Longmeadow, MA
Woodland Junior High School; Fayetteville, AR

## Selected Survey Data

| ITEM | % of PDSs Responding to Item* |
|---|---|
| 1. Teachers union as collaborative partner | 29 |
| 2. Affiliation ** | |
| National Network for Educational Renewal | 58 |
| National Education Association Center for Innovation | 30 |
| Southern Maine Partnership | 30 |
| Ford Clinical Schools Project | 27 |
| Michigan Partnership for New Education | 27 |
| Benedum Project | 18 |
| American Federation of Teachers | 12 |
| National Diffusion Network | 3 |
| 3. Funding Sources** | |
| college/university | 81 |
| school district | 62 |
| foundation/corporation/business | 59 |
| state department of education | 33 |
| federal government | 17 |
| consortium/network | 14 |
| teachers union | 7 |
| 4. Starting Date | |
| 1991 | 37 |
| 1990 | 28 |
| 1989 | 16 |
| 1988 | 12 |
| 1987 | 7 |
| 5. Grade Level | |
| K-6 | 29 |
| 7-9 | 9 |
| 9-12 | 13 |
| 10-12 | 4 |
| other # | 45 |
| 6. School Type | |
| Professional Development School | 82 |
| Professional Practice School | 8 |
| Partnership School | 6 |
| Clinical School | 2 |
| Professional Development Center | 2 |

* Totals in some categories may not equal 100% due to rounding.

** Total percentages for these items exceed 100% because for some PDSs more than one choice within the category is applicable.

\# Schools in this category are generally primary, elementary, or middle schools. The various grade configurations include: PreK-1; PreK-2; K; K-2; K-3; K-4; K-5; K-8; 1-3; 2-3; 6-8; 6-9; & 7-8.

| ITEM | % of PDSs Responding to Item* |
|---|---|
| **A. College/School Collaboration** | |
| 1. school faculty members hold joint school/college teaching appointments | 45 |
| 2. college faculty teach school students | 67 |
| 3. school faculty assist in planning preservice teacher education curriculum | 99 |
| 4. school faculty assist in planning inservice teacher education curriculum | 96 |
| 5. collaborative research involving school & college faculty | 97 |
| **B. Preservice Teachers Program** | |
| 6. on-site (school) courses for preservice teachers | 66 |
| 7. mentor teachers for preservice teachers | 88 |
| 8. clinical supervision of student teachers | 91 |
| 9. each preservice teacher assigned to more than one cooperating teacher | 70 |
| 10. preservice teachers involved in educational research conducted at the school site | 75 |
| **C. Beginning Teachers Program** | |
| 11. beginning teacher induction program | 69 |
| 12. mentor teachers for beginning teachers | 75 |
| 13. clinical supervision of beginning teachers | 55 |
| **D. Inservice Teachers Program** | |
| 14. on-site (school) courses for inservice teachers | 79 |
| 15. cooperating teacher training provided to practicing teachers | 87 |
| 16. experienced teachers designated as master teachers | 50 |
| 17. mentor, master, and/or cooperating teachers have reduced course load | 19 |
| 18. mentor, master, and/or cooperating teachers have release-time | 74 |
| 19. practicing teachers involved in curriculum development | 89 |
| 20. practicing teachers actively involved in decision making with regard to organizational/structural changes within the school | 91 |
| 21. inservice teachers involved in educational research conducted at the school site | 75 |
| **E. Multicultural Issues** | |
| 22. preservice teachers participate in structured learning experiences that address issues related to educating minority group students | 97 |
| 23. inservice teachers participate in structured learning experiences that address issues related to educating minority group students | 73 |
| 24. approximate percentage of student enrollment from minority groups: | |
| 0-19% | 23 |
| 20-39% | 35 |
| 40-59% | 14 |
| 60-79% | 13 |
| 80-100% | 14 |
| 25. approximate percentage of teacher interns (preservice teachers) from minority groups: | |
| 0-19% | 78 |
| 20-39% | 14 |
| 40-59% | 6 |
| 60-79% | 0 |
| 80-100% | 2 |

## Bibliography

The resources included in this bibliography relate to specific professional development school projects that have been profiled in this directory. Those references that are followed by an *ED* or an *EJ* number have been abstracted for the ERIC database. Those references followed by an *SP* number are currently being processed for ERIC.

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